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**ENTREPRENEURIAL INTENTION AMONG STUDENTS IN
UNIVERSITI KUALA LUMPUR, UNIVERSITI TUN ABDUL
RAZAK AND INTERNATIONAL UNIVERSITY OF MALAYA-
WALES**



**By
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UUM
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**Thesis Submitted to
Othman Yeop Abdullah Graduate School of Business,
Universiti Utara Malaysia,
in Partial Fulfillment of the Requirement for the Master of Sciences
(Management)**



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ABSTRACT

Entrepreneurship is regarded as one of the key economic development strategies to advance a country's economic growth and helps the economy by providing job opportunities for university students and graduates. The government aspires to produce "job creators" rather than "job seekers" and reduce unemployed graduates and increase in business opportunities. This paper aimed at understanding entrepreneurial intention among students in Universiti Kuala Lumpur, Universiti Tun Abdul Razak and International University of Malaya Wales of Malaya-Wales. This study identifies the great potential of these pioneering methods and tools, both for further research in the academic community and for entrepreneurship educators who hope to promote entrepreneurial intention in aspiring entrepreneurs. The findings are also relevant for policymakers designing effective instruments to achieve long-term goals.

Keywords – Entrepreneurship, Economic Growth, Government, Entrepreneurial Intention, Academic Community, Entrepreneurship Educators, Policy Makers

ABSTRAK

Keusahawanan dianggap sebagai salah satu strategi pembangunan ekonomi utama untuk memajukan pertumbuhan ekonomi negara dan membantu ekonomi dengan menyediakan peluang pekerjaan kepada pelajar dan graduan universiti. Kerajaan bercita-cita untuk menghasilkan "pencipta kerja" bukannya "pencari kerja" dan mengurangkan graduan yang menganggur dan meningkatkan peluang perniagaan. Kertas ini bertujuan untuk memahami niat keusahawanan di kalangan pelajar di Universiti Kuala Lumpur, Universiti Tun Abdul Razak dan Universiti Antarabangsa Malaya Wales Malaya-Wales. Kajian ini mengenal pasti potensi besar kaedah dan alat yang diharap dapat mempromosikan untuk penyelidikan lanjut dalam komuniti akademik dan pendidik keusahawanan yang berharap dapat mempromosikan niat keusahawanan kepada usahawan yang bercita-cita. Penemuan ini juga relevan bagi pembuat polisi untuk membentuk instrumen yang efektif untuk mencapai matlamat jangka panjang.

Kata kunci - Keusahawanan, Pertumbuhan Ekonomi, Kerajaan, Niat Keusahawanan, Komuniti Akademik, Pendidik Keusahawanan, Pembuat Polisi

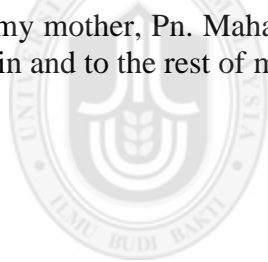
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LIST OF ABBREVIATIONS

MOHE	Ministry of Higher Education
MEF	Malaysian Employers Federation
HEI	Higher Education Institutions
TPB	Theory of Planned Behavior
GDP	Gross Domestic Product
MITI	Deputy International Trade and Industry
SMEs	Small Medium Enterprises
EI	Entrepreneurial Intention
GEM	Global Entrepreneurship Monitor
DV	Dependent Variable
IVs	Independent Variables
UniKL	Universiti Kuala Lumpur
EE	Entrepreneurship education
PA	Personal Attitude
SN	Subjective Norm
BC	Perceived Behavioral Control
SPSS	Statistical Package for the Social Sciences Software
SPM	Sijil Pelajaran Malaysia



CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Enterprise is an image of business immovability and accomplishment. Entrepreneurial intention is basic to a nation's financial development and Malaysia is among the couple of economies in the Asia Pacific and South Asia district where fund and physical foundation to help business enterprise are generally accessible. According to Abdullah Azhar *et al.* (2014), the enterprise has getting to be demanding to each country as distant back as the period of globalization considering the truth that the improvement of entrepreneurial works out will aid in making occupations for the society subsequently diminishing the joblessness rate. The government is moreover attempting to make strides the financial environment, so it will be conducive to the improvement of business. The significance of business to the economy in Malaysia is to demonstrate the different advocating systems and approaches that occur for business people. The government is supporting business visionaries to encourage and redesign the mechanical structure in making enterprises for the next generation.

Entrepreneurial education is considered an important variable which effect on entrepreneurial intentions and it cultivates intangible skills associated with an entrepreneurial mindset. Lately, the ubiquity of entrepreneurial intention models has expanded extensively as a profitable approach for looking at the elements that impact people's decision for an entrepreneurial vocation over the traditional business (Sesen,

2013). Research on entrepreneurial intentions used to understanding the factors impacting the entrepreneurial intentions among students to guide the development of strategy aimed at promoting entrepreneurship development.

Perceiving the significance of entrepreneurship education in advancing business advancement and the economy, Malaysia Ministry of Higher Education has stepped up with regards to making business subjects obligatory to all students at universities. In the meantime, the students are urged to partake in the numerous business exercises at their respective universities such training, seminars, short courses, conferences and entrepreneurship events (Rahim *et al.*, 2015). It used to be as their preparation to start their own business once they stepped out of university. Nowadays, having a degree never again ensures work. Enlisting is relied upon to back off because of monetary vulnerabilities, managers in the private segment are decreasing on hiring, and even the government has put a stop on work. With the retirement age now at 60, the activity pool is considerably more swarmed (Sim, 2016).

Nowadays there is a great discrepancy between the supply and demand for labor. The rate of job creations is unable to match with the number of students graduated from various educational institutions. Datuk Shamsudin Baradan, Malaysian Employers Federation (MEF) executive director said that there are as of now 200,000 jobless graduates in the country not included the people who have recently completed their diplomas, certificate programs and 'Sijil Pelajaran Malaysia' (SPM). He called attention to that the formal occupation area can just take around 6.5 million laborers and at current, there are two

million remote specialists and with the rehiring program another two million are relied upon to enroll. This makes it four million outsiders in the formal employment showcase while under the eleventh Malaysia Plan it should be topped at 15%. As shown by the Malaysian Bosses Alliance (MEF), a year back alone, about 26,000 individuals were saved and more expected for the current year (Newsdesk, 2016).

The government also has taken steps to address unemployment among graduates by encourages graduates to become entrepreneurs after completing their studies in this field. Malaysia is in good shape in progressing commerce undertaking as one of it's alter inspiration to be a high-salary nation by 2020. Realizing the business has the colossal potential to make financial advancement, The Higher Education Ministry propelled the Higher Education Institution Entrepreneur Action Plan 2016-2020, a key archive to actualize and create entrepreneurial instruction at Higher Education Institutions (HEI) today. The activity design was likewise a continuation of the Higher Education Institutions (HEI) Entrepreneur Development Policy propelled on April 13, 2010, and the Higher Education Institutions (HEI) Entrepreneur Strategic Plan 2013-2015 that enhanced the contribution and interest of students in business exercises (Aziz, 2016).

The usage of the activities established on this strategy was would have liked to deliver graduates with entrepreneurial esteems, considerations, and characteristics, and increment the number of business visionaries among graduates, who are really occupied with business wanders. These people and ventures may go about as motivation to enable the country to accomplish its desire in changing the country from a center wage economy to a high-wage

economy. In the meantime, such exertion will likewise deliver entrepreneurial scholastics. The theory of planned behavior (TPB) are using to recognize those components which affect the desire of a young generation to become an entrepreneur in their future in Malaysia. The discoveries of the examination are particularly helpful to the nation of Malaysia in general.

From here, the country will have the capacity to center around creating potential students and lead them to accomplish the goal in the national monetary development. University which serves as the institution, where the students get suitable information and learning procedure ought to build up the correct component in creating future business visionaries. In conclusion, the discoveries of this investigation will have the capacity to be utilized as a medium to make mindfulness among universities' students toward their potential in turning into a business person. In addition, those students need to have the capacity to tell which region or field they need to pick as per their advantage and potential.

1.2 Problem Statement

Entrepreneurial intention measures are one of the approaches to achieving developed country status and boost up the economy. Malaysia has taken initiative by the strong upgrade in gross domestic product (GDP) growth to 5.2 to 5.7 percent in 2017, and current GDP estimate of 5 to 5.5 percent in 2018 will additionally quicken the monetary development for Malaysia and drive the country forward, in accordance with the "Transformasi Nasional", or TN50 National Transformation structure which imagines the nation as a completely created country status by 2050 (Business News, 2017).

The entrepreneurial profession is turning into a zone of more worry by governments, students and the universities (Karabulut, 2014). The policymakers, higher institutions, government and different organizations are progressively getting to be keen on entrepreneurial improvement (Owoseni, 2014). Yusoff *et al.* (2016) find that until today the performance of Malaysian SMEs is still behind the SMEs in most developed countries and proposed a set of measures to develop Malaysian entrepreneurial ecosystem with a focus on research innovation. The Malaysian government policymakers need to comprehend and adopt new concept in entrepreneurial ecosystem development for the attainment of Vision 2020. Figure 1.1 will show the detail.

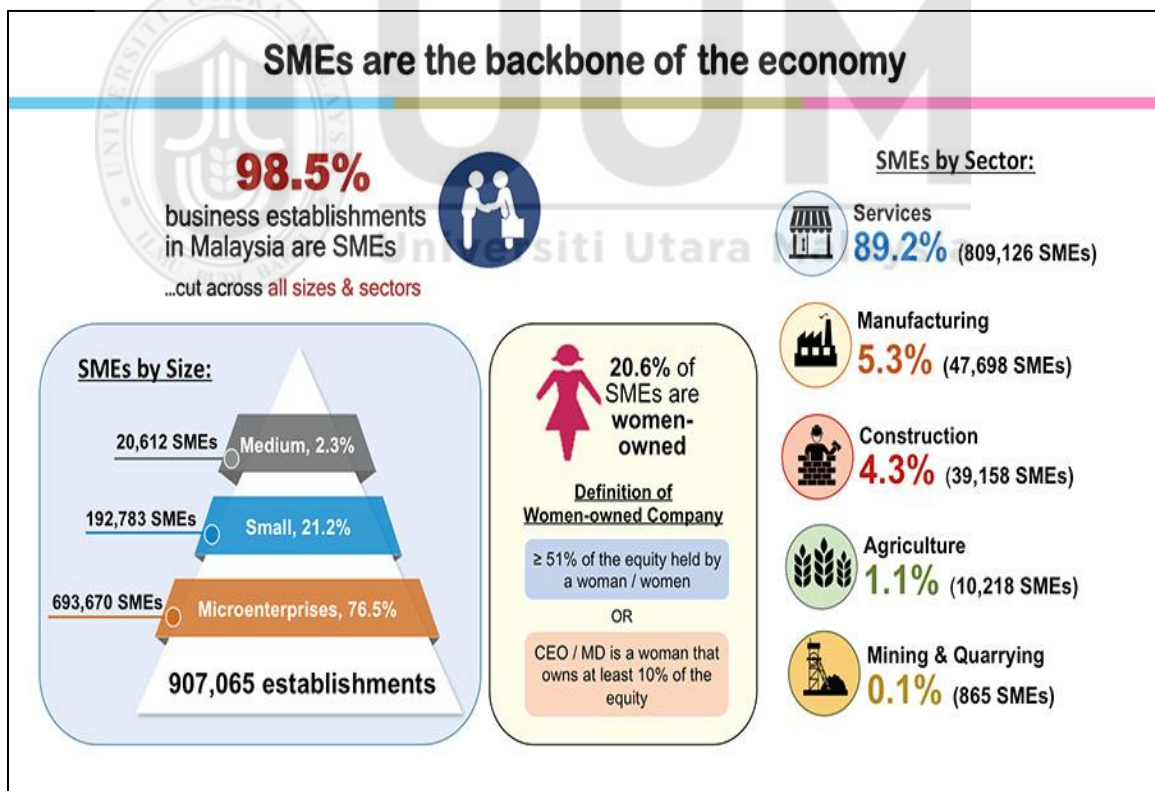


Figure 1.1

SMEs Are the Backbone of the Economy

Source: Economic Census 2016, Department of Statistics Malaysia (DOMS)

Figure 1.1 shows the current scenario related to entrepreneurial intention is the expanding rate of jobless graduates is one of the issues that trigger world's worries of late and this joblessness issue. The investigations that were done a year ago in public universities as well as in private universities report that in August 2017, there are 54,103 graduates were jobless after they finished. This was confirmed by the Higher Education Minister Datuk Seri Idris Jusoh. This disturbing reality is exacerbated by Bank Negara Malaysia's Annual Report 2016, which called attention to that the national joblessness rate among young people was assessed at 10.7%, which is in excess of three times the national joblessness rate, at 3.1% (Online The Star, 2017).

Ismail *et al.* (2011) said that one of the variables that included to the joblessness issues is the nature of the Malaysian graduates itself. Graduates often won't see SMEs on their job-hunting radar that exists to encourage. This is on the grounds that the graduates are as yet searching for appropriate occupation and promising income proportionate with their scholarly capabilities had (Zulkifli *et al.*, 2016). The entrepreneurship education in Malaysia still cannot encourage our graduates to be an entrepreneur. Datuk Idris Jusoh, Ministry of Education said an entrepreneurial culture would be instilled among undergraduates to develop their creative and innovative potentials, as well as the courage to explore business opportunities (Daily Express Newspaper Online, 2017).

According to Ridzwan *et al.* (2017), every individual has their own reasons why they move toward becoming business people. For youth in Malaysia, the issues of joblessness have driven them to discover openings in independent work. In spite of the fact that it is demonstrated that there is a tremendous potential in the present market and in spite of impressive government support and help with terms of grants, financing, arrangements of preparing and consultative administrations. However, numerous organizations work with youth still come up short and the disappointment rate stays high. Education fills in as a medium mover in molding socialized and aggressive society. Therefore, entrepreneurship education in Malaysia needs to be executed as a system to expand the quantity of capable human capital and urging organizations to accomplish business and mechanical group by 2020. The point of this activity is to produce more intellectuals that actively involved in the field of entrepreneurship (Huda *et al.*, 2016).

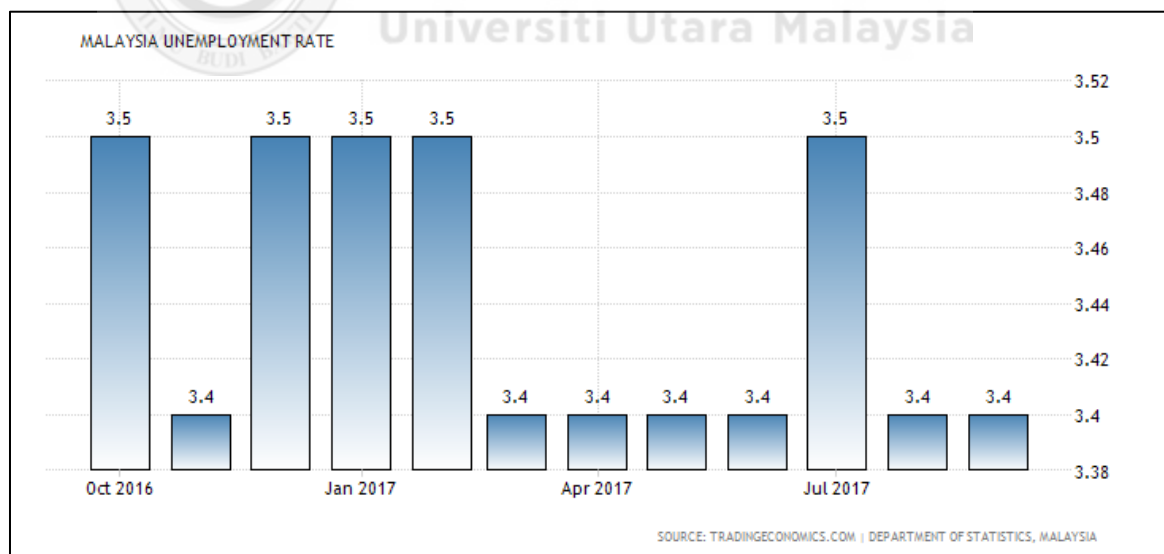


Figure 1.2

Malaysia Unemployment Rate

Source: Tradingeconomics.com/Department of Statistics, Malaysia

Figure 1.2 shows that the unemployment rate in Malaysia where it proved that getting ready Malaysian youth to explore this unpredictable future not just requires pervading them with transferable abilities and sound moral establishments yet. In addition, a strong and ambitious soul to have their own business can open up new opportunities for themselves and others. Subsequently, it is vital to move from a universe of occupation searchers to a universe of employment makers (Bustamam *et al.*, 2015).

The higher educational institution started offering formal entrepreneurship education with the new approaches in the instruction and delivery of entrepreneurship courses that help in incorporating entrepreneurial thinking to all levels of education in Malaysia (Sipon *et al.*, 2015). Numerous universities and advanced education establishments in Malaysia began to acquaint courses related with business enterprise or majors in the business enterprise since the mid-1990s, with the rationale of planning graduates to act naturally utilized (Ahmad, 2013). The Malaysian Government has made enterprise courses obligatory for all universities' students in the hope of fostering entrepreneurs from among the graduates (Yusoff *et al.*, 2014).

1.3 Research Questions

The research question developed to identify the entrepreneurial intention among students in Universiti Kuala Lumpur, Universiti Tun Abdul Razak and International University of Malaya-Wales?

1. What is the level of entrepreneurial intention among students in Universiti Kuala Lumpur, Universiti Tun Abdul Razak and International University of Malaya-Wales?
2. What is the relationship between personal attitude with entrepreneurial intention among students in Universiti Kuala Lumpur, Universiti Tun Abdul Razak and International University of Malaya-Wales?
3. What is the relationship between subjective norm with entrepreneurial intention among students in Universiti Kuala Lumpur, Universiti Tun Abdul Razak and International University of Malaya-Wales?
4. What is the relationship between perceived behavioral control with entrepreneurial intention among students in Universiti Kuala Lumpur, Universiti Tun Abdul Razak and International University of Malaya-Wales?
5. What is the relationship between entrepreneurship education with entrepreneurial intention among students in Universiti Kuala Lumpur, Universiti Tun Abdul Razak and International University of Malaya-Wales?
6. What is the significant effect between personal attitudes, perceived behavioral control, subjective norm, entrepreneurship education on entrepreneurial intention among students in Universiti Kuala Lumpur, Universiti Tun Abdul Razak and International University of Malaya-Wales?

1.4 Research Objective

In order to answer the research question of this study the research objective was developed:

1. To determine the level of entrepreneurial intention among students in Universiti Kuala Lumpur, Universiti Tun Abdul Razak and International University of Malaya-Wales?
2. To examine the relationship between personal attitude with entrepreneurial intention among students in Universiti Kuala Lumpur, Universiti Tun Abdul Razak and International University of Malaya-Wales?
3. To examine the relationship between subjective norm with entrepreneurial intention among students in Universiti Kuala Lumpur, Universiti Tun Abdul Razak and International University of Malaya-Wales?
4. To examine the relationship between perceived behavioral control with entrepreneurial intention among students in Universiti Kuala Lumpur, Universiti Tun Abdul Razak and International University of Malaya-Wales?
5. To examine the relationship between entrepreneurship educations with entrepreneurial intention among students in Universiti Kuala Lumpur, Universiti Tun Abdul Razak and International University of Malaya-Wales?
6. To identify the significant effect between personal attitude, subjective norm, perceived behavioral control and entrepreneurship educations and entrepreneurial intention among students in Universiti Kuala Lumpur, Universiti Tun Abdul Razak and International University of Malaya-Wales?

1.5 Scope of Study

The proposed study investigates the entrepreneurial intention among Malaysian universities' students from the selected private university student in Kuala Lumpur. The variables involved are personal attitude, subjective norm, perceived behavioral control, and entrepreneurship education.

1.6 Significant of Study

The commitment of young Malaysians to commerce undertaking will support the financial improvement of the country and it could offer assistance Malaysia to achieve a developed nation by the year 2020. The youths are the people who can help the nation to move towards encouraging the created of the developed economy. Regrettably, self-employed isn't the primary vocation choice among them (Rejendran, 2011). The result of the investigation is noteworthy for the graduates on their selection of future profession way by recognizing their qualities and shortcomings and also their aim. It gives a predominant choice to their profession advancement by having a better than average comprehension of the components impacting entrepreneurial objective among the students. This study give a picture of knowledge to the condition of entrepreneurship education for approach related parties in creating a successful business system in Malaysia to rouse entrepreneurial expectation and expanding new business rate (Mueen *et al.*, 2015).

1.7 Organization of the Thesis

This paper is arranged into five parts. The first chapter comprises the purpose of the study, problem statement, objective, questions, the scope of the study, significant of study and the thesis coordination. The critical reviews of literature related to the topic explain the dependent and independent variables of previous research as a base to guide the development of research framework in Chapter 2. Next, in Chapter 3 the research structure is proposed in and it answer the research question that has been outlined in the first chapter of this study describes the research design and illustrate the sampling plan of the study, and the tools are used to generate the data. In this chapter, it explain in detail about the framework, hypotheses, design, measurement, data collection, data analysis techniques, operational definition and chapter summary.

The investigations of information and discoveries of the exploration are portrayed in Chapter 4. It presents finish results and investigations of the examination as figures, tables or content so the key data is featured. The collected data and processed response to the research question state in chapter 1. The aim of this study is to investigate the influence of personal attitude, perceived behavioral control and subjective norm factors on entrepreneurial intention. The findings presented in Chapter 5 to demonstrate the potential for merging theory and practice. The major discoveries summarized the research objectives stated accordingly. The implication of finding and their managerial implications are highlighted. The limitation of the study and future research recommendation are incorporated into this part.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

The literature review of dependent and independent variables explains details in this chapter which includes the current knowledge including substantive findings, as well as theoretical and methodological contributions to a topic.

2.2 Entrepreneurial Intention

The entrepreneurial intention refers to the motivational components that impact people to seek after entrepreneurial results (Hisrich *et al.*, 2013). Entrepreneurial intention according to Bird (1988) is a major contributing element in business creation, and there are other factors such as the external factors and internal factors that aid in the forming of intention (Ao & Liu, 2014). Farrington *et al.* (2012) describe entrepreneurial intention as referring to the desire to engage in entrepreneurial activity. In the case of university students, this could occur before, while or after they have completed their studies. Entrepreneurial action can be broadly described as being mostly intentional. This means that entrepreneurs make a conscious decision to compete in a marketplace by means of a distinct product offering. The introduction of entrepreneurship programs and the involvement of university in entrepreneurial activities has certainly brought a massive change in the university and its ecosystem. Wherein the implication on the graduates' entrepreneurial intention can't be denied (Morris *et al.*, 2017). Entrepreneurial intentions can be described as a personal

interest in starting a new business. Intentions towards entrepreneurial career are important and act as a starting point for new business and are self-employed (Sadeghi *et al.*, 2013).

Ariff *et al.* (2010) discovered the connection between Malay students' intention to become entrepreneurs with the factor such as attitudes, subjective norms and perceived behavioral controls on. The outcomes showed their intention to get involved in entrepreneurship influenced by attitude, subjective norms, and perceived behavioral control. Perceived behavioral control developed as the most grounded factor that affected entrepreneurial intention among the three factor determinants. The Theory of Planned Behavior is proposed as appropriate for investigating entrepreneurial intention among students. However, the model can be additionally enhanced by considering other conceivable factors such as a supportive environment.

Lately, the entrepreneurial intention models has expanded impressively as a significant approach for looking at the components that impact people's decision for an entrepreneurial vocation over regular business (Sesen, 2013). Consequently, Remeikiene *et al.* (2013) discovered that the principal factors impacting entrepreneurial intentions as personality traits, which include “self-adequacy, hazard taking, requirement for accomplishment, professional liveliness, demeanor towards business, behavioral control and inward locus of control”. Furthermore, Remeikiene *et al.* (2013) state that entrepreneurship education can be an effective tool to address the problem of youth unemployment. The assumption is such that entrepreneurship education positively influences the probability of young

individuals starting their own ventures, rather than seeking employment in established business ventures.

2.3 Personal Attitude

Personal attitude refers to the extent to how much a person has a good or negative assessment or evaluation of beginning a business. Theory of Planned Behavior contends that personal attitude are forerunners to intentions which are predecessors to practices (Ajzen, 1991). The personal attitude measurements in the examination demonstrate incorporate mentalities towards cash, change, and aggressiveness (Rengiah, 2013). General states of mind identifying with the wide mental manner of an individual and space dispositions alluding to the individual's more particular demeanor towards business enterprise must be recognized. The intention is the creation of attitude, while attitudes act as intermediaries that affect the entrepreneurial intention (Kim-soon *et al.*, 2013).

2.3.1 Relationship between Personal Attitude and Entrepreneurial Intention

The utilization of particular dispositions supposedly increased the exactness of the estimation inside the predefined space, consequently enhancing the consistency of the behavioral expectation. An entrepreneurial personal attitude degree of one's sure valuation of imagining and beginning another business (Liñán *et al.*, 2013). According to Claar *et al.* (2012), there is a significant relationship between attitude and entrepreneurial intention. Chen *et al.* (2011) in an examination of graduates found that extroversion impacts entrepreneurial goal through business enterprise. It receptiveness straightforwardly impacts entrepreneurial aim and furthermore applies a circuitous impact through business

enterprise. Attitude turned into located to be routinely formed through lifestyles experience, studying, observation of others and much greater. In this context, attitude in the direction of entrepreneurship determine the perception that people have in the direction of entrepreneurship. Extra favorable attitudes might boom the intentions of sporting out the entrepreneurial activities and vice versa (Noor Hazlina *et al.*, 2013). It has been proposed that person states of intellect and seen behavioral are working in an indirect way with social benchmarks in setting the person's think about in counting the commerce endeavor (Maes *et al.*, 2014).

In an investigation by Mumtaz *et al.* (2012), reported that the graduate students' state of intellect has a positive impact on deliberate to choose entrepreneurs as a career. In whole, the personal attitude of the students may more likely reinforce an individual's purposeful to take an interest in commerce. Guerrero *et al.* (2008) in his research with different country concluded that the favorable social behavior towards business and the great status of business visionaries had an imperative effect on student's deliberate to begin a commerce. It appears that a positive state of mind of society towards business propel individuals to begin a modern wonder and enterprise cannot succeed in a society where most individuals see it with doubt.

2.4 Subjective Norm

Subjective norm refers to display picture of the individual's viewpoints of the values, considering, feelings, and measures held by essential others who have a huge effect on them or whom they genuinely respect. Entrepreneurs encounter challenges as they establish themselves in the business world. Typically, subjective norm mirror the power, impact, and endorsement of others that are vital for making a business (Liñán *et al.*, 2013). It impacts individuals by giving apparent social strain to perform or not to play out the conduct. The precursor of entrepreneurial aim is additionally impacted by behavioral convictions, standardizing convictions and control convictions (Ajzen, 2012). The impacts may incorporate by the guardians, mate, dear companions, colleagues and even specialists in the conduct of intrigue.

2.4.1 Relationship between Subjective Norm and Entrepreneurial Intention

Several studies have revealed that subjective norm used to express the significance in foreseeing entrepreneurial intention. In Ajzen's view, current research shows that people probably mean to begin a business when they have associations with other people who are business visionaries themselves (Lapista *et al.*, 2012). Therefore, subjective norms indicate the power, impact, and support of others that are vital for making a business (Liñán *et al.*, 2013). According to Wedayanti and Giantari (2016), subjective norms are the perspectives that are viewed as critical by people who encourage the person to perform or not play out specific practices and inspiration joined by an ability to do or not accomplish something that was viewed as essential. Moreover, Cruz *et al.*, (2015) found that there is a connection between subjective norms with the intention of business enterprise and the conviction of

the person to consent to the course or recommendation of individuals around to take an interest in the entrepreneurial movement.

Authors such as Schlaegel and Koenig (2014) discover that subjective norm is one of the strongest prescient components of entrepreneurial deliberate. In spite of this, a few researchers have not found exceptionally clear connections between subjective norm as an illustrative variable of entrepreneurial intention (Marques *et al.* 2012). Additionally, subjective norms were affected by the valuation of business enterprise by students' family, friends, and colleagues. In another word, the higher these significant people encouraged and supported the students to become an entrepreneur, the greater they valued entrepreneurship as a career choice and perceived themselves as capable of performing entrepreneurial tasks. This finding supports the significant impact of close environment on students' entrepreneurial intentions (Chen & He, 2011) but through its contribution to subjective.

2.5 Perceived Behavioral Control

According to Kolvereid (1996), perceived behavioral control is defined as the perceived ability for an individual to become an entrepreneur. Maes *et al.* (2014) discovered that perceived behavioral control manipulate is a precept of the person's seen non-public ease or issue to perform the entrepreneurial behavior. The indicator of perceived behavioral control slant utilized to distinguish between inner and control standards where this carries a differentiating sense in affecting the man or woman's objective. Perceived behavioral is measuring the insight of stress or ease of making a business (Liñán *et al.*, 2013). Moreover,

Maes *et al.* (2014) discovered that behavioral control is connected to the competencies of a people. For example, having the self-belief to involved in entrepreneurship while external control is related to situational manage.

2.5.1 Relationship between Perceived Behavioral Control and Entrepreneurial Intention

Perceived behavioral control that reflects the extent to which man or woman controls ideals approximately the hobby being studied (Solesvik *et al.*, 2012). Behavioral control such as a creativity and threat-taking had an effective courting of entrepreneurial purpose. Additionally, the external control may be seen as a trait as the measures to react in such manner, as an example, having a person's belief of getting economic aid as an essential requirement to set up an enterprise (Mumtaz *et al.*, 2012). The ones who have entrepreneurial character patterns including locus of control seem like greater assured that they may be successful. It changed into also determined that high-quality valuation of the entrepreneurial behavior by way of human beings inside the nearer surroundings will increase the information approximately the entrepreneurial environment (attention of associations, support structures and get entry to preferential loans), which enhances perceived behavioral manipulate (Malebana, 2014).

Autio *et al.* (2001), using an international comparative sample, tested the theory of planned behavior (TPB) on university students. The outcomes showed that perceived behavioral control is the critical determinant of students' entrepreneurial purpose. Additionally, Cruz *et al.* (2015) refer behavior control as certain in the shape of self-efficacy where human creatures acknowledge as genuine that a conduct is simple or difficult to do. It is one of the causes that hinder someone choosing to start their own business. The observe finished through Soutaris *et al.* (2007) represents the perceived behavioral control by concerning student purpose in entrepreneurship confirmed that students in generally 'elite university' are maximally probable have an excessive self-assurance.

2.6 Entrepreneurship Education

Jones and English (2004) refer to entrepreneurial education as the technique of presenting people with the capacity to apprehend business possibilities and the perception, self-esteem, expertise, and abilities to act on them. Entrepreneurship and education play a function in improving the economy of the countries. Entrepreneurship enables the financial system by imparting job possibilities. According to Nowiński *et al.*, (2017) entrepreneurship education can appear as part of a coverage blend aimed to boost this activity. Entrepreneurship education also present the statistics about norms and values in entrepreneurship (Morris *et al.* 2013). Dohse and Walter, (2012) refer entrepreneurship education as a crucial source of applicable information of entrepreneurship (i.e., the consciousness of the institutional guide mechanism).

2.6.1 Relationship between Entrepreneurship Education and Entrepreneurial Intention

Education is one way to inspire entrepreneurship among young graduates in order for them on the way to produce opportunities for themselves and their peers. Educational support has been recognized as a key determinant factor of the entrepreneurial goal. Previous researchers agree that entrepreneurial education is an effective technique to equip the scholars with essential information about entrepreneurship (Mumtaz *et al.*, 2012). In line with Byabashaija and Katono (2011), the study shows that the student who is exposed to entrepreneurship training, their entrepreneurial mindset and goal will change. That is because entrepreneurship training can assist to construct self-belief and encouraging student self-efficacy. This view is supported by Izedonmi and Okafor (2010), found that the scholars have empirically evidenced that entrepreneurship training is an effective approach of inspiring student's goal in the direction of the entrepreneurial profession, making entrepreneurial movements and growing enterprise proportion of students.

All through the satisfactory trade information obtained from business enterprise instruction, the intrigued of students towards entrepreneurial career would increase since it has arranged potential business visionaries in managing complex choice makings and minimizes the recognition of obstructions. Iglesias-Sánchez *et al.* (2016) asserted that the university ecosystem is inevitably influential where then the delivery and support from the university works to encourage the graduates. Wherein the delivery and support would allow the right attitude to be nurtured among the graduates. Subsequently, enterprise especially

business enterprise instruction is one of the most excellent arrangements to decrease the reliance of graduates on being utilized (Ariff *et al.*, 2014).

2.7 Entrepreneurship

According to Kuratko (2013), the business enterprise is an energetic prepare of vision, alter, and establishment that requires implementation of vitality and energy toward the implementation and execution of modern thoughts and inventive arrangements. This prepare for advancement and new-venture creation is fulfilled through four major measurements such as a person, organizational, natural, and handle and is supported by collaborative systems in government, instruction, and institutions. Entrepreneurship plays a crucial part in the financial advancement. Level of business enterprise is a marker of the economy. The resources are completely utilized where entrepreneurial exercises are on the run. In nonappearance of the entrepreneurial movement in an economy, the resources stay unutilized and economy confronts the issue of unemployment and monetary shortfall (Kothari *et al.*, 2013).

Business is progressively seen as one way of managing the global challenges to be important to identify the way of young individuals can create into business visionaries. Advance, business is the motor for social and financial development of any society. It drives individuals toward riches and work creation which leads to superior lives for individuals in society (Pant, 2016). Entrepreneurship moreover causes financial development, primarily since the business person is a potential calculate of generation. So also, a country's financial development advances business enterprise, since it increments

add up to request and creates needs that make a prolific ground for the advancement of business enterprise (Panagiotis & Kyriaki, 2016). Moreover, business has been broadly recognized as one of the most important drivers of socio-monetary improvement by analysts and specialists (Edwards-Schachter *et al.*, 2015).

According to Acs *et al.* (2014), enterprise concepts incorporate system, movement and output measures. It is proposed that enterprise action contributes to financial advancement either on the national and territorial level, utilizing GDP as a marker of financial development or improvement (Ahmad & Xavier, 2011). Entrepreneurship is broadly recognized as a vital development procedure for maintaining the country's financial development (Israel & Johnmark, 2014). The increasing gap between the rich and the poor, social entrepreneurship has become one of the instrument to conquer social-financial issues and to achieve the continuous improvement of a country. The capable request for the enterprise is provoked by globalization and the change of financial execution. One nation that has profited broadly from its entrepreneurial exercises in China. The Global Entrepreneurship Monitor (GEM) report notices that China is favorably categorized as a nation with moderately at a great distance aloft entrepreneurial eagerly and is too a nation that is in an effectiveness driven economy, comparable to Malaysia (Bakar *et al.*, 2014).

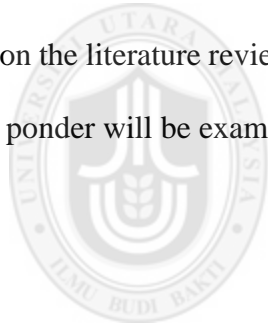
2.8 Theory of Plan Behavior (TPB)

Theory of planned behavior (TPB) refers to entrepreneurial intention demonstrates the exertion where the individual will make to perform that entrepreneurial conduct. The three motivational variables or forerunners that impacting behavior is personal attitude, subjective norm and perceived behavioral control (Ajzen, 1991 & Liñán, 2004). Moreover, Sivarajah and Achchuthan (2013) refer theory of plan behavior as demonstrating the interaction between natural and individual components and their effect on entrepreneurial eagerly. The cognitive approach in the investigation field of enterprise highlights the significance of recognition of business enterprise or maybe then the individual characteristics of the business visionary.

Consequently, considering the decision-making prepare for entrepreneurial behavior through the theory of plan behavior (TPB) appears sensible to Moriano *et al.*, (2011). They recognize that theory of planned behavior guarantees of taking both individual and social variables into cognizance in clarifying purposefulness behaviors. This is too genuine for business inquire about since to end up a business visionary is a cognizant movement and deliberate is taken to be a cognitive state (Renko *et al.*, 2012). According to Kor and Mullan (2011), the primary suspicion for Ajzen's intention-behavior connection is human behavior is sound. Theory of planned behavior was found useful in assessing behavioral intention despite the dynamic nature of human beings in social character.

2.9 Chapter Summary

This chapter looked into the significant writing to variables impacts entrepreneurial purposeful. The increment in the number of entrepreneurship education courses, exercises and programs and the effect on individual's inclinations towards business enterprise have energized analysts to look at the most variables that impacted the entrepreneurial deliberate and the way to empower students to include in entrepreneurial movement and programs. The investigation of business information without a doubt clarifies the concept and setting of entrepreneurs, entrepreneurship education, and small businesses. In-depth clarification of its parts, objectives and its relationship to the national financial development and unemployment definitely legitimizes "why" this research needs to be conducted in the instructive framework. Finally, based on the literature review, the hypothetical systems and the inquiry about strategy relating to this ponder will be examined in chapter 3.



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CHAPTER 3

METHODOLOGY

3.1 Introduction

The framework, hypotheses, design, information collection strategies, sample layout, measurement of study, data processing and evaluation discuss in this chapter and all of the technique is used to gain solutions to the studies questions. Furthermore, the instruments used for the research, measurement, and scaling, and the procedure are also discussed in this chapter.

3.2 Research Framework

A conceptual research framework used to guide the research via helping a visible illustration of theoretical constructs with the variables in the research.

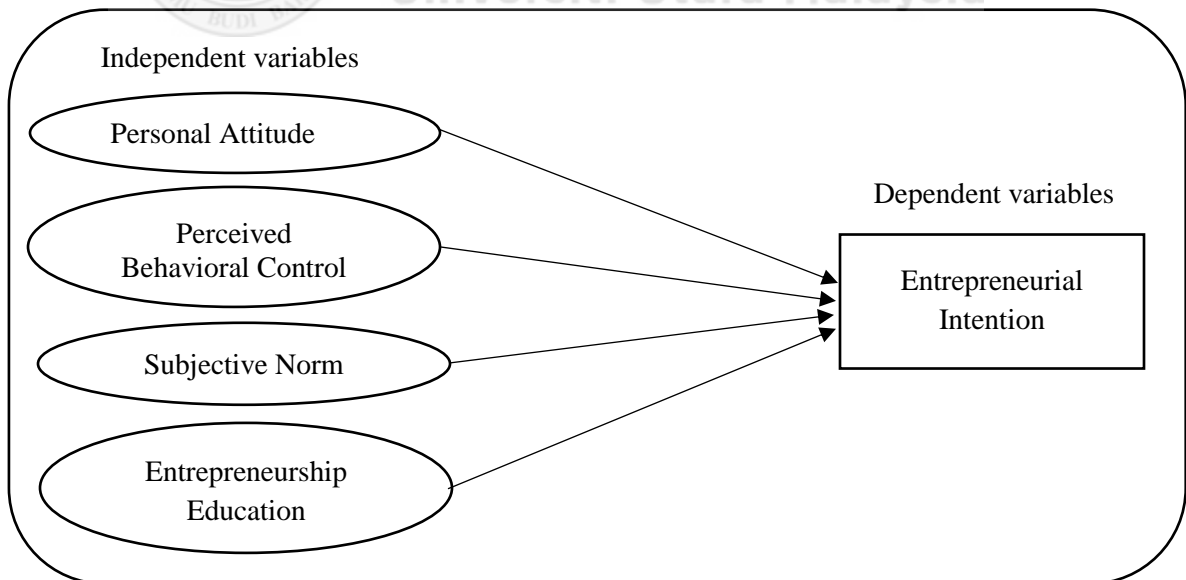


Figure 3.1
The Conceptual research models

3.3 Hypotheses

The research framework proposed that all the independent variables are tested to determine the significant relationship to dependent variable. Based on the literature review in chapter 2, the following hypothesis is formed:

Ha1: There is a relationship between personal attitudes and entrepreneurial intention among students in Universiti Kuala Lumpur, Universiti Tun Abdul Razak and International University of Malaya-Wales;

Ha2: There is a relationship between subjective norm and entrepreneurial intention among students in Universiti Kuala Lumpur, Universiti Tun Abdul Razak and International University of Malaya-Wales;

Ha3: There is a relationship between perceived behavioral control and entrepreneurial intention among students in Universiti Kuala Lumpur, Universiti Tun Abdul Razak and International University of Malaya-Wales;

Ha4: There is a relationship between entrepreneurship education and entrepreneurial intention among students in Universiti Kuala Lumpur, Universiti Tun Abdul Razak and International University of Malaya-Wales;

Ha5: There is effect between personal attitudes, subjective norm, perceived behavioral control and entrepreneurship education on entrepreneurial intention among students in Universiti Kuala Lumpur, Universiti Tun Abdul Razak and International University of Malaya-Wales;

3.4 Research Design

3.4.1 Type of study

This study is quantitative research. It focusses on examining and looking at components that contribute to students' the entrepreneurial intention and finding the students' mindfulness closer to entrepreneurial profession. The data collected efficiently to increase a deeper understanding almost entrepreneurial intention.

3.4.2 Data analysis

This study is quantitative research where the data used to evaluate and conclude from the test. The survey is used to get feedback from respondents to look at the variables contribute to entrepreneurial intention of the students and collection of information displayed in the tables and statistics in the next chapter.

3.4.3 Statistical base

This research used the correlation study to measures the variables and assesses the measurable relationship between them with small or no exertion to control unessential factors. There are essential reasons to conduct a correlational study use statistical relationships between variables rather than an experiment. Therefore, this used to discover the association between personal attitudes, subjective norm, perceived behavioral control and entrepreneurship education on entrepreneurial intention.

3.4.4 Source of Data

3.4.4.1 The Primary data

The collected through interview and questionnaire from selected private university in Kuala Lumpur. This is cheap technique that is useful in which literacy are high, and respondents co-operate to complete the whole survey. This data obtains information that used to make decisions about important issues and to pass information to the related party. To clarify the most factors influencing entrepreneurial intention among students in Universiti Kuala Lumpur, Universiti Tun Abdul Razak and International University of Malaya-Wales. This study made use of prepared survey questionnaire that has different sections divided into different parts namely:

- i. Demographic section: ask questions based on the respondent's biodata.
- ii. Makes an inquiry of the entrepreneurial intention on the dependent variable (DV).
- iii. Asked questions on related to other IVs' under considerations of personal attitude, subjective norm, perceived behavioral control and entrepreneurship education.

3.4.4.2 The Secondary data

This research used secondary data as references where data are collected from the journal, official statistic, report and proceeding paper. Advantages of secondary data as following:

- i. Easy to access and sources identification.
- ii. It aids fact findings: provide descriptive information to supports research.
- iii. Model building: with secondary data, the relationship between two or more variables can be specified.

3.4.5 Population Frame

The target population is the final year students of Business Faculty from selected private university in Kuala Lumpur. There are 18 universities are approach to involved in this study but only 3 university respond and give permission to access the students details such as matric number and student email in table 3.1 below:

Table 3.1

The Private University in Kuala Lumpur

University	Respond
Asia e University (AeU)	No
Asia Pacific University of Technology and Innovation (APU)	No
BERJAYA University College of Hospitality	No
GlobalNxt University	No
HELP University	No
International Medical University (IMU)	No
International University of Malaya-Wales (IUMW)	Yes
International Centre for Education in Islamic Finance (INCEIF)	No
International Medical University (IMU)	No
Kolej Universiti Poly-Tech MARA Kuala Lumpur (KUPTM)	No
Kuala Lumpur Metropolitan University College (KLMUC)	No
MAHSA University	No
Open University Malaysia (OUM)	No
UCSI University	No
Universiti Kuala Lumpur (UniKL)	Yes
Universiti Tun Abdul Razak (UNIRAZAK)	Yes
Universiti Tunku Abdul Rahman (UTAR), Kuala Lumpur Campus	No
University Malaysia of Computer Science and Engineering	No

The data were collected using questionnaires completed by the respondents. The total number of population is 2400. The focus of this research is to find out the elements consisting of personal attitudes, subjective norm, perceived behavioral control and entrepreneurship education that contribute to entrepreneurial intention.

3.4.6 Sampling Method

Table of population is adopted from Krejcie and Morgan (1970) is used in this study. The population students of this study are 2400, where the sample size is 331. This method is fast and less expensive to obtain respondents' feedbacks. This research used systematic random sampling technique. The final year student of Business Faculty from Universiti Kuala Lumpur, Universiti Tun Abdul Razak and International University of Malaya-Wales was chosen as the sample.

Table 3.2
The Population and Sample Size

University	Population Size	Sample Size
International University of Malaya-Wales (IUMW)	550	175
Universiti Kuala Lumpur (UniKL)	1420	24
Universiti Tun Abdul Razak (UNIRAZAK)	430	132

3.5 Operational Definition

Entrepreneurial Intention refers to the motivational components that impact people to seek after entrepreneurial results (Hisrich *et al.*, 2013).

Personal Attitude refers to the extent to how much a person has a good or negative assessment or evaluation of beginning a business (Ajzen, 1991)

Subjective Norm refers to display picture of the individual's viewpoints of the values, considering, feelings, and measures held by essential others who have a huge effect on them or whom they genuinely respect (Liñán *et al.*, 2013).

Perceived Behavioral Control refers to perceived behavioral control is defined as the perceived ability for an individual to become an entrepreneur (Kolvereid, 1996).

Entrepreneurship Education refers to entrepreneurial education as the technique of presenting people with the capacity to apprehend business possibilities and the perception, self-esteem, expertise, and abilities to act on them (Jones & English, 2004).

Entrepreneurship refers to the business enterprise is an energetic prepare of vision, alter, and establishment that requires implementation of vitality and energy toward the implementation and execution of the modern thoughts and inventive arrangements (Kuratko, 2013).

Theory of planned behavior (TPB) refer to entrepreneurial intention demonstrates the exertion where the individual will make to perform that entrepreneurial conduct. (Ajzen, 1991 & Liñán, 2004).

3.6 Measurement

3.6.1 Questionnaire Structure

This questionnaire is a self-administered question which ensured a high go back charge and endorsed freedom of expression from the respondents. The questionnaires completed based on availability and the questionnaires are collected personally from individual respondents. 400 questionnaire emailed to the respondents and each questionnaire is estimated to complete around 10 to 15 minutes. It took one month to get back all the responses.

3.6.2 Questionnaire Design

The questionnaire is designed and offered with the aid of simple wordings wherein respondents can effortlessly understand the questions and provide the answer based on their personal perception. A fully established survey used as an instrument to accumulate data from the respondents. There are two sections in this survey particularly section A and B. Section A include the demographic profile of the respondents; section B is divided into 5 sections of independent variables such as personal attitude, subjective norm, perceived behavioral control and entrepreneurship education) and dependent variable which is the entrepreneurial intention. Every section consists of 3 to 6 questions for each variable. The scale using the Likert-scale where one (1) represent strongly disagree, and five (5) represent strongly agree which permit respondents to explicit their degree of settlement and choose the first-class answer that fits them exceptional. The sections and variables used in this study are adapted and developed from the following sources:

Table 3.3
Questionnaire Variables

Variables	Dimensions	Total number of items	Scales	Sources
Section A: Demographic Profile				
Demographic Information	General information about gender, age, education level, race	5		
Section B: Factors That Contribute to The Entrepreneurial Intention Among Malaysian Universities' Students				
Personal Attitudes	Display the level of a settlement with the Personal Attitudes.	5	Likert Scale 1-5	Liñán & Chen, 2009
Subjective Norm	The decision to create a business, would humans on your near surroundings approve of that selection.	3	Likert Scale 1-5	Liñán & Chen, 2009
Perceived Behavioral Control	To which extent do you agree with the subsequent statements	6	Likert Scale 1-5	Liñán & Chen, 2009

	concerning your entrepreneurial potential?			
Entrepreneurship Education	View approximately the function of Entrepreneurship in the universities.	5	Likert Scale 1-5	Piipponen, 2006)
Entrepreneurial Intention	Display the level settlement with the Entrepreneurial Intention.	6	Likert Scale 1-5	Liñán & Chen, 2009

3.6.3 Pilot Test

In order to refine reliability and validity of the questions, a pilot test was conducted on 30 students and pick out deficiencies inside the design of questions earlier actual survey. The question is relevant to the questionnaires brainstorm with academicians & selected entrepreneur.

Table 3.4
Reliability Analysis for Pilot Test

Items	No. of Items	Cronbach's Alpha
Personal Attitude (PA)	5	0.923
Subjective Norm (SN)	3	0.866
Perceived Behavioral Control (BC)	6	0.859
Entrepreneurship Education (EE)	5	0.859
Entrepreneurial Intention (EI)	6	0.924

Table 3.4 shows the result of a pilot test of the questionnaire. All the Cronbach's alpha for Subjective Norm, Perceived Behavioral Control and Entrepreneurship Education have values 0.80 to < 0.90 which means the strength of association is very good. For Personal Attitude and Entrepreneurial Intention, the values are 0.90 and above which means the strength of association is Excellent.

3.7 Data Collection and Administration

The distribution of questionnaire is done by email and the permission is received from the registrar from Universiti Tun Abdul Razak and International University of Malaya-Wales to access to the student email and matric number. The data were identified to look for any exclusion, blunders or lacking records to make sure all surveys are completely finished. The statistics editing is performed by analyzing the survey to discover lacking, contrary or incorrect response of the solutions to enhance the correctness of the information.

3.8 Data Analysis Techniques

3.8.1 Descriptive analysis

The transformation of raw data in a way that describes the basic characteristics such as central tendency, distribution, and variability. The analysis used to count the average, frequency and percentage distribution of the demographic profile of the respondents such as by gender, age and etc. in this study.

3.8.2 Reliability test

The reliability test is performed in this research using SPSS version 23. It determine the translation of Cronbach's alpha, the reliability coefficient shows how properly the items are undoubtedly correlated to one another (Sekaran & Bougie, 2010). The measure of this test is using coefficient alpha. Table 3.5 shows the usage of the SPSS result in detail.

Table 3.5
Reliability that adapted from Zikmund et al., (2010)

Alpha Coefficient Range	Strength of Association
<0.60	Poor
0.60 to <0.70	Moderate
0.70 to <0.80	Good
0.80 to <0.90	Very Good
0.90 and above	Excellent

3.8.3 Inferential Analysis

3.8.3.1 Pearson Correlation Analysis

Pearson correlation analysis was used to determine the relationship between entrepreneurial intention and four variables (personal attitude, subjective norm, perceived behavioral control and entrepreneurship education) on hypotheses 1, 2, 3, and 4 with 5% significance level. The larger the correlation coefficient, the more potent the level of affiliation and it is able to be either effective or poor depending on the route of the connection among variables.

Table 3.6
Rule of Coefficient Size (Hair et al., (2007).

Coefficient range	Strength of Association
± 0.91 to ± 1.00	Very strong
± 0.71 to ± 0.90	High
± 0.41 to ± 0.70	Moderate
± 0.21 to ± 0.40	Small but definite relationship
± 0.01 to ± 0.20	Slight, almost negligible

3.8.3.2 Multiple Regression

The regression is used to analyze the association that effects of two or more independent variables, with the dependent variable. The regression equation included independent variables such as personal attitude, subjective norm, perceived behavioral control, and entrepreneurship education to identify the connection with entrepreneurial intention. The below equation used to show the relationship of all variables with entrepreneurial intention:

$$\text{Entrepreneurial intention} = a + b_1 (\text{personal attitude}) + b_2 (\text{subjective norm}) + b_3 (\text{perceived behavioral control}) + b_4 (\text{entrepreneurship education})$$

3.9 Chapter Summary

This chapter fulfills its obligations as stated in the introductory section. This chapter is basically about the methodology the researcher employed in carrying out the studies, this includes hypothesizing research hypothesis from the previous chapter, and research framework is drawn to test the direction of relationship among the variables under considerations. This chapter also examines the population, samples as well as sampling selection procedure, questionnaire design and the measurement of variables. The last but not the least section discusses the techniques to be employed in next chapter.

CHAPTER 4

RESULT AND DISCUSSION

4.1 Introduction

The survey accomplished by the respondents are processed and analyze in this chapter. It includes the demographic analysis, descriptive analysis, measurement, correlation, regression analysis and summary of the chapter.

4.2 Data Processing

Data Coding

Data collected for five variables such as personal attitudes, subjective norms, entrepreneurial education, perceived behavioral control, and entrepreneurial intentions are coded to reduce the quantity of information and simplify the technique of record analysis.

Table 4.1 below shown the coding for the variables.

Table 4.1

Variables Coding

Independent and Dependent Variables	
Variable	Items
Personal Attitude (PA)	PA1: Being an entrepreneur implies extra benefits than negative aspects to me PA2: Career as an entrepreneur is interesting to me PA3: If I have the opportunity and resources, I want to start a business PA4: Being an entrepreneur satisfies me PA5: Among various opportunities, I might choose to be an entrepreneur
Subjective Norm (SN)	SN1: My family influence me to be an entrepreneur SN2: My friends influence me to be an entrepreneur SN3: My colleagues influence me to be an entrepreneur
Perceived Behavioral Control (BC)	BC1: To start a business and keep it running smoothly is easy for me BC2: I am prepared to start my own business

Entrepreneurship Educational (EE)	BC3: I was able to handle new business development
	BC4: I know the practical details needed to start a business
	BC5: I know the procedure to develop an entrepreneurial project
	BC6: If I try to start a business, I will have a great chance to succeed
	EE1: Students at my university recognize entrepreneurship as one of the preferred careers
	EE2: Students at my faculty recognize entrepreneurship as one of the preferred careers
Entrepreneurial Intention (EI)	EE3: My university has an environment that inspires and encourages entrepreneurship
	EE4: My university highlighted entrepreneurship as one of the preferred careers
	EE5: My university have provided me with precise skills and knowledge to be an entrepreneur
	EI1: I am willing to do anything to become an entrepreneur
	EI2: My career goal is to become an entrepreneur
	EI3: I will do everything to start and run my own business
	EI4: I am decided to make my own business in the future
	EI5: I strive to start a business
	EI6: I intend to start a business one day

Demographic Information		
Variable	Value	Items
Gender	1	Male
	2	Female
Age	1	18-25 years
	2	26-39 years
	3	40 and above
Status	1	Single
	2	Married
	3	Divorced/widowed
Level of Education	1	Diploma
	2	Bachelor's degree
	3	Master's degree
	4	Others
Race	1	Malay
	2	Chinese
	3	Indian
	4	Others
University	1	Universiti Kuala Lumpur (UniKL)
	3	Universiti Tun Abdul Razak
	3	International University of Malaya-Wales

Data Re-Coding

Table 4.2

Re-coded Variables

Variable	Value	Items
PA	Total Average Score of Personal Attitude	$(PA1+PA2+PA3+PA4+PA5)/5$
SN	Total Average Score of Subjective Norm	$(SN1+SN2+SN3)/3$
BC	Total Average Score of Perceived Behavioral Control	$(BC1+BC2+BC3+BC4+BC5+BC6)/6$
EE	Total Average Score of Entrepreneurship Education	$(EE1+EE2+EE3+EE4+EE5)/5$
EI	Total Average Score of Entrepreneurial Intention	$EI1+EI2+EI3+EI4+EI5+EI6)/6$

Data Entry

All the data entered is coding according to the variables into the Statistical Package for the Social Sciences Software (SPSS). A total of 400 surveys were distributed to respondents and out of the total only 331 surveys were returned with complete responses. The data were then entered in SPSS. The questionnaire which was considered unacceptable were removed. The unacceptable data are due to being

- a) Incomplete.
- b) Patterns of responses show that respondent does not understand the content.

A total of 331 questionnaires are then analyzed further for the research. The response rate for this study is 83%.

4.3 Scale of Measurement

4.3.1 Reliability Test

The reliability test is running in SPSS for five variables such as personal attitude, subjective norm, perceived behavioral control, entrepreneurship education and entrepreneurial intention. This test is performed to measure internal consistency, that is, how close a set of items is as a group using Cronbach's alpha. It is considered as a measure of scale reliability.

The "high" value for alpha does not imply that its size is unidimensional. Values that range from 0.7 and above are considered reliable and values below 0.6 are considered as weak.

Table 4.3 shown the result in details.

Table 4.3
Reliability Analysis

Items	No. of Items	Cronbach's Alpha
Personal Attitude (PA)	5	0.912
Subjective Norm (SN)	3	0.772
Perceived Behavioral Control (BC)	6	0.832
Entrepreneurship Education (EE)	5	0.886
Entrepreneurial Intention (EI)	6	0.916

From the table 4.3, the results shows the Cronbach's alpha values of are above 0.6 and it shows that the items are all at acceptable values. The aspects of Personal Attitude have the value of 0.912 which means the strength of association is Excellent, the aspects of Subjective Norm have a value of 0.772 means the strength of association is Good, Perceived Behavioral Control with a value of 0.832 means the strength of association is Very Good, Entrepreneurship Education with the value of 0.886 means the strength of association is Very Good and Entrepreneurial Intention with the value of 0.916 means the

strength of association is Excellent. All the values of Cronbach's alpha are well above 0.7 which considered the threshold value of reliability.

4.4 Demographic Profile Analysis

Based on the questionnaires collected, the respondents were analyzed. The aspect of gender, age, marital status, highest educational level and race were analyzed to identify the distribution of the respondents. From the total questionnaires collected, the respondents were from various educational backgrounds and races. Table 4.4 summarizes the frequencies and percentages of all demographic information of the respondents.

Table 4.4
Demographic Profiles

Characteristics		Frequency	Percentage
Gender	Male	82	24.8
	Female	294	75.2
	Total	331	100
Age	18-25 years	265	80.1
	26-39 years	50	15.1
	40 and above	16	4.8
	Total	331	100
Status	Single	275	83.1
	Married	56	16.9
	Divorced/widowed	0	0
	Total	331	100
Level of Educational	Diploma	75	22.7
	Bachelor's degree	225	68.0
	Master's degree	31	9.4
	Others	0	0
	Total	331	100
Race	Malay	196	59.2
	Chinese	31	9.4
	Indian	76	23.0
	Others	28	8.5
	Total	331	100

University	Universiti Kuala Lumpur (UniKL)	24	7.25
	Universiti Tun Abdul Razak	132	39.88
	International University of Malaya-Wales	175	52.87
	Total	331	100

Out of the 331 respondents, the respondents consisted 24.8% male and 75.2% of female. As for the age of the respondents consisted of 80.1% age range from 18-25 years, 15.1% age range from 26-39 years and balanced 4.8% age range from 40 and above. Majority of the respondents were single, and this amounted up to 83.1% while the other 16.9% were married. In the distribution of respondents' educational background, 75 respondents (22.7%) were diploma holders, 225 respondents (68%) were bachelor's degree holders and 31 respondents (9.4%) were master's degree holders. This is shown in the distribution of the respondents in term of their educational background. As for the race of the respondents consisted 59.2% Malay, 9.4% Chinese, 23% Indian and balanced 8.5% is from the various race. The number of respondents is different from each university where the highest respondents is from International University of Malaya-Wales with 52.87%, followed by Universiti Tun Abdul Razak with 39.88% and the last is Universiti Kuala Lumpur (UniKL) 7.25% respondents.

4.5 Descriptive Analysis

Descriptive analysis exhibit the mean values, standard deviations, final internal consistencies and inter correlation of the variables. The analysis allow the researchers in making some assumptions and general observations of the results. The descriptive analysis done for the demographic profiles of respondents, the independent variables, and dependent variable. Table 4.5 shown the result in details.

Table 4.5

Item and Grand Mean

Variable and Variable Item	Mean	Ranking
Personal Attitude (PA)		
Being an entrepreneur implies extra benefits than negative aspects to me	3.88	3
Career as an entrepreneur is interesting to me	3.77	4
If I have the opportunity and resources, I want to start a business	4.14	1
Being an entrepreneur satisfies me	3.90	2
Among various opportunities, I might choose to be an entrepreneur	3.42	5
Grand mean	3.82	
Subjective Norm (SN)		
My family influence me to be an entrepreneur	3.02	3
My friends influence me to be an entrepreneur	3.03	2
My colleagues influence me to be an entrepreneur	3.19	1
Grand mean	3.08	
Perceived Behavioral Control (BC)		
To start a business and keep it running smoothly is easy for me	3.17	5
I am prepared to start my own business	3.12	6
I was able to handle new business development	3.28	4
I know the practical details needed to start a business	3.95	1
I know the procedure to develop an entrepreneurial project	3.85	2
If I try to start a business, I will have a great chance to succeed	3.76	3
Grand mean	3.52	
Entrepreneurship Educational (EE)		
Students at my university recognize entrepreneurship as one of the preferred careers	3.82	1
Students at my faculty recognize entrepreneurship as one of the preferred careers	3.71	3
My university has an environment that inspires and encourages entrepreneurship	3.76	2
My university highlighted entrepreneurship as one of the preferred careers	3.68	4

My university have provided me with precise skills and knowledge to be an entrepreneur	3.48	5
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Grand mean 3.69

Entrepreneurial Intention (EI)

I am willing to do anything to become an entrepreneur	3.43	5
My career goal is to become an entrepreneur	3.24	6
I will do everything to start and run my own business	3.57	3
I am decided to make my own business in the future	3.74	2
I strive to start a business	3.56	4
I intend to start a business one day	3.91	1

Grand mean 3.57

According to table 4.5 above, it shows the descriptive analysis such as mean score and grand mean for each variable. For Personal Attitude (PA), the mean for statement “If I have the opportunity and resources, I want to start a business” is 4.14 which made up the highest mean score. Subsequently, the statement of “Being an entrepreneur satisfies me” is the second-ranked mean which is 3.90, followed by the statement of “Being an entrepreneur implies extra benefits than negative aspects to me” and “Career as an entrepreneur is interesting to me” is the third and fourth-ranked mean which is 3.88 and 3.77 respectively. The mean for statement “Among various opportunities, I might choose to be an entrepreneur” is in the last rank which is 3.42. The result for grand mean of five items in Personal Attitude (PA) is calculated as 3.82.

As shown in table 4.5, for Subjective Norm (SN), the statement of “My colleagues influence me to be an entrepreneur” scored the highest mean score which is 3.19. The statement of “My friends influence me to be an entrepreneur” is the second highest and the statement of “My family influence me to be an entrepreneur” is in last ranked mean which is 3.03 and 3.02 respectively. The result for grand mean of three items in Subjective Norm (SN) is calculated as 3.08.

Furthermore, the results of mean score for Perceived Behavioral Control (BC) items are shown that the highest mean score which is 3.95 goes to the statement of “I know the practical details needed to start a business”. The second ranked goes to the statement of “I know the procedure to develop an entrepreneurial project” with mean score of 3.85. Meanwhile, for the statement “If I try to start a business, I will have a great chance to succeed” and “I was able to handle new business development” is in the third and fourth-ranked with mean score 3.76 and 3.28. Moreover, for statement “To start a business and keep it running smoothly is easy for me” is the fifth-ranked statement which has mean score of 3.17. Finally, the statement of “I am prepared to start my own business” has the lowest mean score of 3.12. The result for grand mean of six items in Perceived Behavioral Control (BC) is calculated as 3.52.

In addition, the result of mean score for Entrepreneurship Educational (EE) are shown in table 4.5. The statement of “Students at my university recognize entrepreneurship as one of the preferred careers” obtained the highest mean score which is 3.82. Subsequently, the statement of “My university has an environment that inspires and encourages entrepreneurship” and “Students at my faculty recognize entrepreneurship as one of the preferred careers” is ranked as the second and third-ranked mean score which is 3.76 and 3.71. The statement of “My university highlighted entrepreneurship as one of the preferred careers” is in fourth-ranked with mean score 3.68. Lastly, the lowest mean score goes to the statement of “My university have provided me with precise skills and knowledge to be an entrepreneur” which is 3.48. The result for grand mean of five items in Entrepreneurship Educational (EE) is calculated as 3.69.

Finally, the results of mean score for Entrepreneurial Intention (EI) are also calculated. The statement of “I intend to start a business one day” has the highest mean score which is 3.91. Meanwhile, the statement of “I am decided to make my own business in the future” is ranked as the second highest mean score which is 3.74. The statement that ranked in third and fourth-ranked is the statement of “I will do everything to start and run my own business” and “I strive to start a business” with mean score 3.57 and 3.65 respectively. The statement of “I am willing to do anything to become an entrepreneur” is in the fifth-ranked with mean score 3.43 and lastly, the statement of “My career goal is to become an entrepreneur” is in in the last ranked with mean score 3.24. The result for grand mean of six items in Entrepreneurial Intention (EI) is calculated as 3.57.

4.6 Validity test, Factor Analysis

The validity of construct of the questionnaire will be identified from the Kaiser-Meyer-Olkin (KMO) value. The Kaiser-Meyer-Olkin (KMO) values for “mediocre” is range from 0.5 to 0.7 are, values for “good” is range from 0.7 to 0.8, values for “great” is range from 0.8 and 0.9 while values for “excellent” is above 0.9 (Kaiser, 1974). The significant of p-value > 0.001 for Bartlett's Test of Sphericity revealing statistics that maintain the correlation matrix abilities factor, listing several associations between the study variables.

Table 4.6

Independent Variables Validity Test

Variables	Items	Factor Loading
Personal Attitude (PA)	Being an entrepreneur implies extra benefits than negative aspects to me	0.725
	Career as an entrepreneur is interesting to me	0.827
	If I have the opportunity and resources, I want to start a business	0.691
	Being an entrepreneur satisfies me	0.846
	Among various opportunities, I might choose to be an entrepreneur	0.740
Subjective Norm (SN)	My family influence me to be an entrepreneur	0.495
	My friends influence me to be an entrepreneur	0.670
	My colleagues influence me to be an entrepreneur	0.625
Perceived Behavioral Control (BC)	To start a business and keep it running smoothly is easy for me	0.753
	I am prepared to start my own business	0.765
	I was able to handle new business development	0.658
	I know the practical details needed to start a business	0.672
	I know the procedure to develop an entrepreneurial project	0.803
	If I try to start a business, I will have a great chance to succeed	0.739
Entrepreneurship Education (EE)	Students at my university recognize entrepreneurship as one of the preferred careers	0.750
	Students at my faculty recognize entrepreneurship as one of the preferred careers	0.572
	My university has an environment that inspires and encourages entrepreneurship	0.794
	My university highlighted entrepreneurship as one of the preferred careers	0.754
	My university have provided me with precise skills and knowledge to be an entrepreneur	0.762
Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO)		0.826
Approximate Chi-Square		4419.442
Bartlett's Test of Sphericity		0.000

For valid scale, the KMO value should be above the value of 0.04. There is significant of p-value <0.001 for Bartlett's Test of Sphericity. The independent variables value of KMO is 0.826. The value is regarded great and acceptable. The value is acceptable as well for further analysis for Bartlett's Test of Sphericity. As for the factor loading, the acceptable

value is above 0.5 shows that the items are not overlapping, are reliable and they support the respective constructs.

The total variance explained will identify the percentages of effects of each data being analyzed. The value of factor loading for an item subjective norm - My family influence me to be an entrepreneur and factor loading for an item entrepreneurship education - Students at my faculty recognize entrepreneurship as one of the preferred careers have value below 0.6. Both items were removed.

Table 4.7

Dependent Variables Validity Test

Variables	Items	Factor Loading
Entrepreneurial Intention (EI)	I am willing to do anything to become an entrepreneur	0.581
	My career goal is to become an entrepreneur	0.752
	I will do everything to start and run my own business	0.658
	I am decided to make my own business in the future	0.776
	I strive to start a business	0.790
	I intend to start a business one day	0.690
Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO)		0.887
Approximate Chi-Square		1390.808
Bartlett's Test of Sphericity		0.000

KMO value for the dependent variable is 0.887 and the data is fit for further analysis. The result for Bartlett's test is significant as well. However, the value of factor loading for an item Entrepreneur Intention - I am willing to do anything to become an entrepreneur have value below 0.6 and the item were removed.

4.7 Inferential Analysis

4.7.1 Used of Pearson Correlation Coefficient Analysis

The test is used to identify the relationship between linear variables (Mekovec & Hutinski, 2012) and Pearson correlation analysis used to test hypotheses 1 to 4. The analysis is to determine whether personal attitude, subjective norm, perceived behavioral control and entrepreneurship education have any connection with entrepreneurial intention. Table 4.8 shown the output in details.

Table 4.8

Pearson Correlation Coefficient among the Variables

	EI	PA	SN	BC	EE
EI	1	.694**	.448**	.382**	.274**
Sig. (2-tailed)		.000	.000	.000	.000
PA	.694**	1	.490**	.434**	.356**
Sig. (2-tailed)	.000		.000	.000	.000
SN	.448**	.490**	1	.503**	.368**
Sig. (2-tailed)	.000	.000		.000	.000
BC	.382**	.434**	.503**	1	.316**
Sig. (2-tailed)	.000	.000	.000		.000
EE	.274**	.356**	.368**	.316**	1
Sig. (2-tailed)	.000	.000	.000	.000	

**, Correlation is significant at the 0.01 level (2-tailed).

PA - Personal attitude, SN - Subjective norm, BC - Perceived behavioral control, EE - Entrepreneurship education and EI - Entrepreneurial intention

Hypothesis 1

H0: There is no relationship between personal attitudes and entrepreneurial intention among students in Universiti Kuala Lumpur, Universiti Tun Abdul Razak and International University of Malaya-Wales.

Ha1: There is a relationship between personal attitudes and entrepreneurial intention among students in Universiti Kuala Lumpur, Universiti Tun Abdul Razak and International University of Malaya-Wales.

Table 4.9

Correlation summary between personal attitude and entrepreneurial intention

		EI	p-value
PA	Pearson Correlation Sig. (2-tailed)	0.694**	0.000

** . Correlation is significant at the 0.01 level (2-tailed).

The result shows that there is relationship between personal attitude and entrepreneurial intention. The correlation value of $r = 0.694$ and this means a positive and high relationship exist between two variables. Hence, Ha1 is accepted and H0 is rejected.

Hypothesis 2

H0: There is no relationship between subjective norm and entrepreneurial intention among students in Universiti Kuala Lumpur, Universiti Tun Abdul Razak and International University of Malaya-Wales.

Ha2: There is a relationship between subjective norm and entrepreneurial intention among students in Universiti Kuala Lumpur, Universiti Tun Abdul Razak and International University of Malaya-Wales.

Table 4.10

Correlation summary between subjective norm and entrepreneurial intention

		EI	p-value
SN	Pearson Correlation	0.448**	0.000
	Sig. (2-tailed)		

**. Correlation is significant at the 0.01 level (2-tailed).

The result shows that there is relationship between subjective norm and entrepreneurial intention. The correlation value of $r = 0.448$ and this means a positive and high relationship exist between two variables. Hence, Ha2 is accepted and H0 is rejected.

Hypothesis 3

H0: There is no relationship between perceived behavioral control and entrepreneurial intention among students in Universiti Kuala Lumpur, Universiti Tun Abdul Razak and International University of Malaya-Wales.

Ha3: There is a relationship between perceived behavioral control and entrepreneurial intention among students in Universiti Kuala Lumpur, Universiti Tun Abdul Razak and International University of Malaya-Wales.

Table 4.11

Correlation summary between perceived behavioral control and entrepreneurial intention

		EI	p-value
BC	Pearson Correlation	0.382**	0.000
	Sig. (2-tailed)		

**. Correlation is significant at the 0.01 level (2-tailed).

The result shows that there is relationship between subjective norm and entrepreneurial intention. The relationship exist between two variables is moderate because the correlation value of $r = 0.382$. Hence, Ha3 is accepted and H0 is rejected.

Hypothesis 4

H0: There is no relationship between entrepreneurship education and entrepreneurial intention among students in Universiti Kuala Lumpur, Universiti Tun Abdul Razak and International University of Malaya-Wales.

Ha4: There is a relationship between entrepreneurship education and entrepreneurial intention among students in Universiti Kuala Lumpur, Universiti Tun Abdul Razak and International University of Malaya-Wales.

Table 4.12

Correlation summary between entrepreneurship education and entrepreneurial intention

		EI	p-value
EE	Pearson Correlation	0.274**	0.000
	Sig. (2-tailed)		

**. Correlation is significant at the 0.01 level (2-tailed).

The result shows that there is relationship between subjective norm and entrepreneurial intention. The relationship exist between two variables is low because the correlation value of $r = 0.274$. Hence, Ha4 is accepted and H0 is rejected.

4.7.2 Multiple Linear Regression Analysis

The analysis is used to check for hypothesis 5. Multiple regression described the relationship between dependent variable and independent variables by fitting a linear equation to observed data.

Table 4.13

Summary for R values

Model	R	R ²	Adjusted R ²	Change Statistics		
				R ² Change	F Change	Sig. F Change
1	0.707a	0.500	0.494	0.500	81.441	0.000

a. Predictors: (Constant)Personal attitude, Subjective norm, Perceived behavioral control and Entrepreneurship education

b. Dependent Variable: Entrepreneurial intention

The R² value will explain the fitness of the model. The percentage will identify the levels of fitness of items to the model. When the percentage is higher than 40% or the value is less than 0.4, the variable is considered fit to the model. Table 4.13 appear the result for R² is 0.500 where there is 50% of variation for the four independent variables such as personal attitude, subjective norm, perceived behavioral control and entrepreneurship education with dependent variable of entrepreneurial intention.

Table 4.14

Analysis of Variance (ANOVA)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	104.099	4	26.025	81.441	0.000 ^b
	Residual	104.174	326	0.320		
	Total	208.273	330			

a. Dependent Variable: Entrepreneurial intention

b. Predictors: (Constant)Personal attitude, Subjective norm, Perceived behavioral control and Entrepreneurship education

Table 4.15

Model Summary of Regression Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig. (p-value)
		B	Std. Error	Beta		
1	(Constant)	0.703	0.204	-	3.450	0.001
	PA	0.595	0.046	0.612	12.970	0.000
	SN	0.131	0.053	0.122	2.484	0.013
	BC	0.063	0.052	0.057	1.204	0.229
	EE	-0.008	0.048	-0.007	-0.162	0.871

PA - Personal Attitude, SN - Subjective norm, BC - Perceived behavioral control, EE - Entrepreneurship education and EI - Entrepreneurial intention

a. Dependent Variable

The equation for the entrepreneurial intention as below:

Entrepreneurial intention = 0.703 + 0.595 (personal attitude) + 0.131 (subjective norm) + 0.063 (perceived behavioral control) - 0.008 (entrepreneurship education)

Hypothesis 5

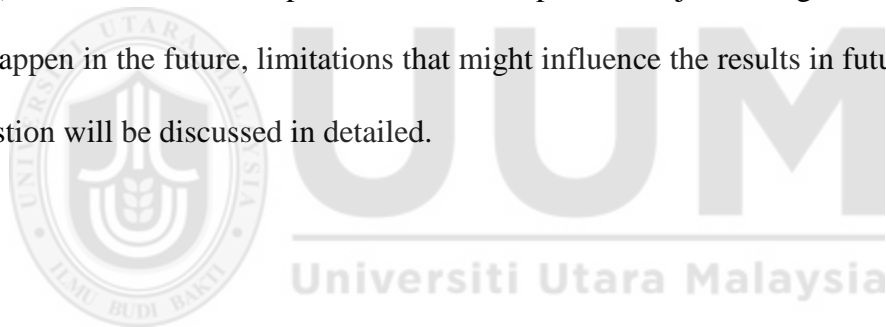
H0: There is no effect between personal attitudes, subjective norm, perceived behavioral control and entrepreneurship education on entrepreneurial intention among students in Universiti Kuala Lumpur, Universiti Tun Abdul Razak and International University of Malaya-Wales.

Ha5: There is an effect between personal attitudes, subjective norm, perceived behavioral control and entrepreneurship education on entrepreneurial intention among students in Universiti Kuala Lumpur, Universiti Tun Abdul Razak and International University of Malaya-Wales.

The results obtained from the regression analysis of all four factors of entrepreneurial intention were significant at $R^2 = 0.500$, $p < 0.05$, at $F = 81.441$. Nevertheless, only two factors were significant while two are not significant. The factors are personal attitude and subjective norm and the other factors that were not significant are perceived behavioral control and entrepreneurship education with $Beta = 0.057$, $p = 0.229$ and $Beta = -0.007$, $p = 0.871$. H_{a5} is accepted and H_0 is rejected.

4.8 Chapter Summary

All five hypotheses were tested and clarified using Statistical Package for Social Science (SPSS) version 23 in this chapter. In the next chapter the major findings, consequences that may happen in the future, limitations that might influence the results in future and critical suggestion will be discussed in detailed.



CHAPTER 5

CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter summarizes the findings, conclusion and recommendation for the study of the entrepreneurial intention among students in Universiti Kuala Lumpur, Universiti Tun Abdul Razak and International University of Malaya-Wales. This section will discuss and summarizes the discoveries of the research questions and five hypotheses that state in this study. The five hypotheses involved in the study will range from personal attitude, perceived behavioral control, subjective norm, and entrepreneurship education with entrepreneurial intention.

5.2 Recapitalization of the Study

This paper is arranged into five chapter. Chapter 1 comprises the purpose of study, problem statement, objective, questions, the scope of the study, significant of study and the thesis coordination. In chapter 2, review the literature of dependent and independent variables from previous research for the development of research framework. Next, in chapter 3, the methodology is developed from the framework, hypotheses, research design, questionnaire development, measurement, data collection method, analysis technique, and summary of the chapter. The investigations of information and discoveries of the exploration are discussed in chapter 4. The collected data and processed will response to the research question state in chapter 1. The aim of this study is to investigate the entrepreneurial intention among students in Universiti Kuala Lumpur, Universiti Tun Abdul Razak and

International University of Malaya-Wales. Lastly, chapter 5 presented the findings and summarized the research objectives stated accordingly. The implication of finding and their managerial implications will be highlighted. The limitation of the study and future research recommendation will be incorporated into this part.

5.3 Discussion of Key Findings

5.3.1 Entrepreneurial Intention level

The entrepreneurial intention level among Malaysian Universities' students of this research show as moderate level. It appears that would be graduates are predominantly motivated to be an entrepreneur through factors such as personal attitude, perceived behavioral control, entrepreneurship education and subjective norm. The finding is reliable with previous studies that individuals are affected by exogenous factors such as their cognitive beliefs about attitude, control, and norms to form the entrepreneurial intention. Subsequently, individuals are driven by this entrepreneurial intention to start businesses (Ajzen, 1991; Van Gelderen *et al.*, 2015; Rauch & Hulsink, 2015 and Kautonen *et al.*, 2015). Research findings in the past show that there is a positive attitude towards entrepreneurship among graduates in Oman and business knowledge, family experience, risk understanding, entrepreneurial education impact on entrepreneurial intentions (Ibrahim *et al.*, 2017). Furthermore, not all individuals who originally intend to start businesses follow through on their intentions by taking steps towards startup. Research by Kautonen *et al.* (2015) also argues that the time interval between intention and actual start-

up matters. The question of how entrepreneurial intention influence actual start-up, therefore, remains unclear prompting calls for further research.

5.3.2 Relationship between personal attitude and entrepreneurial intention

The findings show that there is a moderate relationship between personal attitude and entrepreneurial intention with 0.694 correlation. It shows that the higher the personal attitude, the higher the desire of entrepreneurial intention. Personal attitudes are the variable of mediation between preparation to create a company and the intention to create it, suggesting that the educational environment in which students find themselves plays a leading role in the strengthening of positive personal attitudes towards entrepreneurship (Zeng *et al.*, 2011). Personal attitude will depend on the perceptions that individuals have towards the outcomes when they perform the behavior. The attitude was found to be automatically formed through life experience, learning, observation of others and many more. In this context, attitude towards entrepreneurship will determine the perception that individuals have towards entrepreneurship. Moreover, the attitudes increase the intentions of accomplishing the entrepreneurial activities and vice versa (Noor Hazlina *et. al.*, 2013). Thus, the study found a positive influence of personal attitudes towards entrepreneurial intention.

5.3.3 Relationship between subjective norm and entrepreneurial intention

The findings show that there is a moderate relationship between subjective norm and entrepreneurial intention with 0.448 correlation. It shows that the higher the subjective norm, the higher the desire of entrepreneurial intention. Previous studies have found that in terms of universities, families and socio-cultural contexts, the literature suggests that a better subjective norm on entrepreneurial care affects the probability of a person choosing a particular career (Schlaegel & Koenig 2014; Sieger & Madsen, 2015). According to Marire (2015), there is a positive influence of subjective norm towards entrepreneurial intention. Additionally, subjective norms may refer to the influence of a person to accept or protest if the nearest individual establishes a business. For example, if an individual's family (e.g. Parents, spouses, etc.) does not like his thinking to become a businessman will cause a slight chance for a person to start a business.

5.3.4 Relationship between perceived behavioral control and entrepreneurial intention

The findings show that there is a small but definite relationship between perceived behavioral control and entrepreneurial intention with 0.382 correlation. It shows that the higher the perceived behavioral control, the higher the desire of entrepreneurial intention. Ibrahim *et al.*, (2017) found that more attitudes toward entrepreneurship were influenced by better family assessments and higher behavioral controls. The findings indicate that there are a barriers (finding the right partner, difficulty in obtaining finance, high risk in starting a new business, lack of financial skills, lack of general management skills, compliance with government regulations and fear of failure and etc.) that could have a

negative effect on perceived capability for starting a business among the respondents who have high perceived behavioral control since these barriers would limit the respondents' control over the behavior in their efforts to start a business (Malebana, 2015).

5.3.5 Relationship between entrepreneurship education and entrepreneurial intention

The findings show that there is a small but definite relationship between entrepreneurship education and entrepreneurial intention with 0.274 correlation. It shows that weak entrepreneurship education the lower the desire of entrepreneurial intention. According to Wang and Wong (2004) shown that need of business enterprise information from scholarly educates acted as a drive for numerous understudies from beginning their business. Other analysts came to the same conclusion that instructive organizing offer assistance in cultivating entrepreneurial characteristics among people by creating their development aptitudes (Ibrahim & Soufani, 2002). The role of entrepreneurship education in improving students' entrepreneurial eagerly remains dubious. Entrepreneurship education offered in Malaysian universities still require some improvement to increase the number of entrepreneurs produced by Malaysian universities (Shamsudin *et al.*, 2017).

5.3.6 Significant effect on entrepreneurial intention

In summary, the research proved that there is a significant impact on entrepreneurial intention between variables such as personal attitudes, subjective norm, perceived behavioral control and entrepreneurship education. Personal attitude affects students to become entrepreneurs. This shows that interest in entrepreneurship will affect someone to start a business. This study has the same study on the study conducted in Malaysia by Mumtaz *et al.* (2012). Mumtaz *et al.* (2012), also found that student attitudes have a positive impact on individual decisions choosing entrepreneurs as a career.

Subjective norm has a critical effect on entrepreneurial purposeful and it can be demonstrated by the investigate conducted by Westhead (2003), where who built up that being raised in a family that is entrepreneurial had a noteworthy effect on an individual' eagerly to begin their claim business as there is an exchange of entrepreneurial aptitudes from guardians who anticipate their children to inevitably take over the business. However, according to Dinc and Budic (2016) subjective norms or family, friends, and the environment have a strong impact on the formation of a person's perception. This decision also suggests that subjective norms have a strong influence on personal attitudes toward entrepreneurship, as well as the belief that they can create and manage to set up new companies or businesses.

Behavioral control is the basis of a person's easy-to-see behavior for entrepreneurial intent (Maes *et al.*, 2014). Behavioral control signals need to be viewed in terms of confidence control which will influence one to enhance the keyring interest. As explained by Maes *et al.* (2014), internal control beliefs are connected to one's individual capabilities. Someone who has self-confidence in raising his own business while external control is in control of the situation. Finally, a study on the entrepreneurship intentions of Iranian students in six Iranian universities found a significant positive impact on student's subjective norms and behavioral controls seen after joining entrepreneurship courses (Karimi *et al.*, 2016).

Entrepreneurship education has a low impact on entrepreneurial intention. According to (Fazira *et al.*, 2016) the programs and approaches of business enterprise instruction in Malaysia still require a few advancements. A study conducted in Malaysia found that appropriate entrepreneurship education would have an impact on students to become businessmen (Mumtaz *et al.*, 2012). Several studies found the role of entrepreneurship education, as an example of such ways, was demonstrated to be critical for them and have an effect on entrepreneurial eagerly. The university's entrepreneurial education plays a solid role in making a career as a career choice by providing an important introduction through important information on starting a business (Fayolle, 2005 & Rodrigues *et al.*, 2010).

5.4 Research Implications

5.4.1 Management Implications

Personal attitudes, subjective norms, perceived behavioral control and entrepreneurial education show positive relationships with entrepreneurial intentions. The results of this study are helpful in giving information for the benefit of multiple parties as well as for improvement.

5.4.1.1 Government

The support from the economy and government is noteworthy in forming the recognition of youth towards self-employment. Favorable bolster from the government towards budgetary get and administrative system will improve youth business enterprise and create the economy (Omar & Nazri, 2016). There is are certain key areas of action are also identified and considering the existing barriers to entrepreneurship. There is certain key area of activity is too recognized and considering the existing boundaries of business. The areas incorporate advancing business, organization verbalization, data and checking, budgetary rebellious for business people, direction to business visionaries, advancement and mechanical improvement for business people and empowering business people to trade. Ahmad (2013) find that of this study should help the Malaysian government address unemployment among young graduates, which has emerged as a major issue.

5.4.1.2 Policymakers

The policymakers must create a foundation that can help entrepreneurs start their businesses. This will encourage more students to become entrepreneurs. Policymakers should treat nation comparisons with caution. Each nation has a special history as well as particular starting conditions and inclinations that require being considered when defining a tailor-made methodology (Jeong & Choi, 2017). Policy makers require having an apparatus to survey economical entrepreneurial exercises in nearby and territorial environments and cultivate financial differing qualities and consideration (Neumeyer & Santos, 2018). It is imperative for policymakers to distinguish between the approaches and activities that require being open sector-driven and those programs and activities that would be run more successfully by the private segment or other partners, such as the scholarly community and non-governmental organizations.

5.4.1.3 Higher Learning Institutions (HLI)

The higher education framework needs to move from a one-size that fits-all world, to one where Higher Learning Teach have differentiated career pathways and diverse models of organization fabulousness. The previous researcher found that the result is useful for university program educators in planning and improving the entrepreneurial course structure, promoting entrepreneurial subjects more proactively and practically oriented in order to attract students to become entrepreneurs (Ismail *et al.*, 2009). It was being great as the quality of its scholarly community, from teachers, analysts, organization pioneers, specialists, to academic support staff. Currently, there is inflexible career advancement pathways limit the degree to which are able to pull in, enroll, and hold the most excellent

ability. Yusoff *et al.* (2014) discover that a significant number of higher learning institution confront challenges securing seed subsidizing for understudy undertakings. In spite of this trouble, a few higher learning institutions do offer seed capital in the frame of delicate credits, but the measure of the stores are little. The sum distributed for seed capital by the college is little and overseen by way of a spinning finance. Since they are spinning reserves, their accessibility depends on the reimbursement collected from the current borrower. The reserves have continually experienced a deficiency since reimbursement is moderate and whimsical, and, as a result, the recently set up undertaking comes up short to secure the credit.

5.4.1.4 Scholar

This study provides researchers with relevant data about the study of entrepreneurial interest among graduates in institutions of higher learning. By studying entrepreneurial goals, researchers can identify actions that can be taken to entice entrepreneurship. Researchers should conduct verification tests to ensure the consistency of the theory used in the next study. The entrepreneurial purposeful can be clarified by a component of theory plan behavior (personal attitude, subjective norm and perceived behavioral control). The proposed framework may be referred by other researchers for future studies and also considering other factors.

5.4.1.5 Graduates

There is a jumble in the supply and request of graduates, with managers detailing that graduates need the imperative information, abilities, and demeanors. Planning Malaysian youth to explore this questionable future, not as it required imbuing them with transferable aptitudes and sound moral establishments, but to the versatility and ambitious soul to produce unused openings for themselves and others. It is imperative to move from a world of work searchers to a world of work makers. This career choice is seen as a choice that could make strides the financial execution, especially in the labor advertise since the business enterprise action is able to make more employment and affluent. In term of investigating discoveries, the consideration of the variables that contribute to the entrepreneurial deliberate among Malaysian universities' understudies is still missing and not energize the understudy to be a business person.

5.5 Limitation

There are several limitations affecting the preparation of research. This limitation in this study is provided for future researchers to improve their expertise and to avoid the shortcomings, conditions or influences on methodology and conclusions.

5.5.1 Sampling Location

There are a few private universities who aggressively involved in entrepreneurship development of their student. Therefore, the results of this research cannot represent the opinions of all students as there are many institutions of higher learning located in

Malaysia. Researchers need to expand sample locations by incorporating universities throughout Malaysia to get research results.

5.5.2 Respondents

Final year students from the Faculty of Business are selected as respondents and the sample size is limited to 331. The limited sampling size is difficult to identify the quality of the research as it represents only one faculty not the opinion of the students from other faculties. Students' opinions from all faculties need to be taken into account for a better understanding of entrepreneurial intentions. This study involves only year-end students, different age groups of individuals may have various thoughts on business. In this way, all students of varying degrees of age need to be considered.

5.5.3 Time Constraints

This research study only analyzes the student's interest in entrepreneurial intentions but is unrealistic because it does not describe the real situation. Researchers are unable to do this longitudinal study within a limited time at the start and end of each task in the study.

5.6 Conclusion

This study has provided an understanding of factors such as personal attitudes, subjective norms, behavioral control behaviors, and entrepreneurship education affecting student entrepreneurship intentions. All objectives, research questions, and hypotheses are discussed and formulated in this chapter. Future research needs to be conducted to increase knowledge on this topic as entrepreneurship has a very important position in

socioeconomic conditions around the world, and business visions play an important role in assisting the country's progress as they can create business and employment opportunities to reduce rates unemployment. The findings of this study help stakeholders to think about the needs of the survey to ensure that the findings of this study can be adapted and well-coordinated to leverage on its advantages and enhance financial development to enable Malaysia to become a developed nation, in line with the TN50 National Change.

5.7 Future Research Recommendations

Researchers in the future need to conduct investigations at all universities throughout Malaysia to get higher accuracy from students more accurately to maintain the likely tendency of entrepreneurial intentions. In addition, there were only 331 respondents from this study. Researchers in the future need to increase the number of respondents so that the results are better and involve the whole student, from private and public education. However, future researchers can continue to apply the Planned Planning Theory (Ajzen, 1991) in drafting a model for studying entrepreneurial intentions. Researchers can improve the survey questions to better suit the objective of the investigation. The validation test should be conducted to ensure that the survey is important for questioning.

This research requires more data to get more explanation. Therefore, future researchers can use other information gathering strategies such as interviews or observations. This can increase the interest of respondents and get more views from different angles. In addition, there is a lower probability that the respondent will be confused if the question asked is less clear. Only four variables tested in this study, future researchers may consider other

factors that may affect such as perceived self-efficacy (Yıldırım *et al.* 2016), perceived university support (Saeed *et al.* 2015). Personality characteristics can be used to measure entrepreneurial intentions, endurance against uncertainty, innovation (Altinay *et al.*, 2012) to get better research results. In conclusion, future researchers conduct investigations over a longer period of time. This can guarantee to obtain reliable results that entrepreneurial intentions can influence someone to entrepreneurial activity.



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APPENDIX A - QUESTIONNAIRE



UNIVERSITI UTARA MALAYSIA

Dear Respondents,

I am a postgraduate student of University Utara Malaysia and conducting a survey on the factors that contribute to the entrepreneurial intention among Malaysian university student to fulfil the Master's requirement of the University.

I understand recognize that your time is valuable and many demands are made upon it by your heavy workload. However, your participation in this survey, which will require only about 10-15 minutes of your time, is vital to the success of this study.

All information provided in this questionnaire will be confidential for the present study purposes. No information pertaining to individuals will be divulged to any third person or organization. In sum, the information obtained in this study will be used purely for academic purposes only.

Should you have any queries regarding this research please do not hesitate to contact me at yusharnida@gmail.com or call me at 013-6332893. Thank you very much for your cooperation in responding to the questionnaire. Your participation in this study is greatly appreciated.

YUSHARNIDA BT YUSSOF
MSc (Management)

**SOAL SELIDIK FAKTOR YANG MENYUMBANG KEPADA NIAT KEUSAHAWANAN
DI KALANGAN PELAJAR UNIVERSITI DI MALAYSIA**
*(SURVEY OF FACTORS THAT CONTRIBUTE TO THE ENTREPRENEURIAL
INTENTION AMONG MALAYSIAN UNIVERSITIES' STUDENT)*

Bahagian A: Maklumat Demografi

Section A: Demographic Information

Sila tanda (✓) pada ruangan yang bersesuaian atau isi pada tempat kosong, yang mana bersesuaian.

Please check (✓) in the appropriate box or fill in the blank, where appropriate.

1. Jantina anda (*Your gender*):

- ☐ Lelaki (*Male*)
- ☐ Perempuan (*Female*)

2. Umur anda (*Your age*):

- ☐ 18-25 tahun (*years*)
- ☐ 26-39 tahun (*years*)
- ☐ 40 dan keatas (*and above*)

3. Taraf perkahwinan anda (*Your marital status*):

- ☐ Bujang (*Single*)
- ☐ Berkahwin (*Married*)
- ☐ Janda/duda/bercerai (*Divorced/widowed*)

4. Tahap pendidikan tertinggi anda (*Your highest educational level*):

- ☐ Diploma
- ☐ Ijazah Sarjana Muda (*Bachelor's degree*)
- ☐ Ijazah Sarjana (*Master's degree*)
- ☐ Lain-lain, sila nyatakan (*Others, please specify*): _____

5. Bangsa (*Race*):

- ☐ Melayu (*Malay*)
- ☐ Cina (*Chinese*)
- ☐ India (*Indian*)
- ☐ Lain-lain, sila nyatakan (*Others, please specify*): _____

Bahagian B: Faktor Yang Menyumbang Kepada Niat Keusahawanan Di Kalangan Pelajar Universiti Di Malaysia

Bahagian B: Factors that contribute to the entrepreneurial intention among Malaysian universities' student

Faktor: Sikap Peribadi

Factor: *Personal Attitude*

Nyatakan tahap persetujuan dengan ayat berikut dari 1 (sangat tidak setuju) hingga 5 (sangat setuju). Bulatkan jawapan anda berpandukan skala di atas.

(Indicate your level of agreement with the following sentences from 1 (strongly disagree) to 5 (strongly agree). Circle the best answer according to the scale above).

Sangat tidak setuju (Strongly disagree)	Tidak setuju (Disagree)	Berkecuali (Neither agree nor disagree)	Setuju (Agree)	Sangat setuju (Strongly agree)
1	2	3	4	5

1	Menjadi seorang usahawan memberikan lebih banyak kelebihan daripada keburukan kepada saya. / <i>Being an entrepreneur implies extra benefits than negative aspects to me.</i>	1	2	3	4	5
2	Kerjaya sebagai usahawan adalah menarik bagi saya. / <i>Career as an entrepreneur is interesting to me.</i>	1	2	3	4	5
3	Jika saya mempunyai peluang dan sumber, saya ingin memulakan perniagaan. / <i>If I have the opportunity and resources, I want to start a business.</i>	1	2	3	4	5
4	Menjadi usahawan memberikan kepuasan bagi saya. / <i>Being an entrepreneur satisfies me.</i>	1	2	3	4	5
5	Antara pelbagai pilihan, saya lebih suka menjadi seorang usahawan. / <i>Among various opportunities, I might choose to be an entrepreneur.</i>	1	2	3	4	5

Faktor: Norma Subjektif*Factor: Subjective Norm*

Jika anda memutuskan untuk membuat perniagaan, adakah orang dalam persekitaran rapat anda akan bersetuju dengan keputusan itu? Bulatkan jawapan anda berpandukan skala di atas.

(If you decided to create a business, would people in your close environment approve of that decision? Circle the best answer according to the scale above.)

Sangat tidak setuju (Strongly disagree)	Tidak setuju (Disagree)	Berkecuali (Neither agree nor disagree)	Setuju (Agree)	Sangat setuju (Strongly agree)
1	2	3	4	5

1	Keluarga saya mempengaruhi saya menjadi seorang usahawan. / <i>My family influence me to be an entrepreneur.</i>	1	2	3	4	5
2	Rakan saya mempengaruhi saya menjadi seorang usahawan. / <i>My friends influence me to be an entrepreneur.</i>	1	2	3	4	5
3	Rakan sekerja saya mempengaruhi saya menjadi seorang usahawan. / <i>My colleagues influence me to be an entrepreneur.</i>	1	2	3	4	5



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Faktor: Kawalan Tingkah Laku*Factor: Perceived Behavioural Control*

Sejauh manakah anda bersetuju dengan kenyataan berikut mengenai keupayaan keusahawanan anda? Bulatkan jawapan anda berpandukan skala di atas.

(To what extent do you agree with the following statements regarding your entrepreneurial capacity? Circle the best answer according to the scale above.)

Sangat tidak setuju (Strongly disagree)	Tidak setuju (Disagree)	Berkecuali (Neither agree nor disagree)	Setuju (Agree)	Sangat setuju (Strongly agree)
1	2	3	4	5

1	Untuk memulakan perniagaan dan memastikan ia berjalan lancar mudah bagi saya. / <i>To start a business and keep it running smoothly is easy for me.</i>	1	2	3	4	5
2	Saya bersedia untuk memulakan perniagaan yang berdaya maju. / <i>I am prepared to start my own business.</i>	1	2	3	4	5
3	Saya dapat mengendalikan pembangunan perniagaan baru. / <i>I was able to handle new business development.</i>	1	2	3	4	5
4	Saya tahu butiran praktikal yang diperlukan untuk memulakan perniagaan. / <i>I know the practical details needed to start a business.</i>	1	2	3	4	5
5	Saya tahu bagaimana untuk membangunkan projek keusahawanan. / <i>I know the procedure to develop an entrepreneurial project.</i>	1	2	3	4	5
6	Jika saya cuba untuk memulakan perniagaan, saya akan mempunyai kebarangkalian yang tinggi untuk berjaya. / <i>If I try to start a business, I will have a great chance to succeed.</i>	1	2	3	4	5

Faktor: Pendidikan Keusahawanan*Factor: Entrepreneurship Education*

Peranan pendidikan Keusahawanan di universiti-universiti. Bulatkan jawapan anda berpandukan skala di atas.

(The role of Entrepreneurship education in the universities. Circle the best answer according to the scale above.)

Sangat tidak setuju (Strongly disagree)	Tidak setuju (Disagree)	Berkecuali (Neither agree nor disagree)	Setuju (Agree)	Sangat setuju (Strongly agree)
1	2	3	4	5

1	Pelajar di universiti saya mengiktiraf keusahawanan sebagai salah satu kerjaya pilihan. / <i>Students at my university recognize entrepreneurship as one of the preferred careers.</i>	1	2	3	4	5
2	Pelajar di fakulti saya mengiktiraf keusahawanan sebagai salah satu kerjaya pilihan. / <i>Students at my faculty recognize entrepreneurship as one of the preferred careers.</i>	1	2	3	4	5
3	Universiti saya mempunyai persekitaran yang memberi inspirasi dan menggalakkan keusahawanan. / <i>My university has an environment that inspires and encourages entrepreneurship.</i>	1	2	3	4	5
4	Universiti saya menekankan keusahawanan sebagai salah satu kerjaya pilihan. / <i>My university highlighted entrepreneurship as one of the preferred careers.</i>	1	2	3	4	5
5	Universiti saya telah memberikan saya kemahiran dan pengetahuan yang tepat untuk menjadi seorang usahawan. / <i>My university have provided me with precise skills and knowledge to be an entrepreneur.</i>	1	2	3	4	5

Faktor: Niat keusahawanan*Faktor: Entrepreneurial Intention*

Nyatakan tahap persetujuan dengan ayat berikut dari 1 (sangat tidak setuju) hingga 5 (sangat setuju). Bulatkan jawapan anda berpandukan skala di atas.

(Indicate your level of agreement with the following sentences from 1 (strongly disagree) to 5 (strongly agree). Circle the best answer according to the scale above).

Sangat tidak setuju (Strongly disagree)	Tidak setuju (Disagree)	Berkecuali (Neither agree nor disagree)	Setuju (Agree)	Sangat setuju (Strongly agree)
1	2	3	4	5

1	Saya bersedia untuk melakukan apa sahaja untuk menjadi seorang usahawan. / <i>I am willing to do anything to become an entrepreneur.</i>	1	2	3	4	5
2	Matlamat kerjaya saya adalah untuk menjadi seorang usahawan. / <i>My career goal is to become an entrepreneur.</i>	1	2	3	4	5
3	Saya akan melakukan segala-galanya untuk memulakan dan menjalankan perniagaan saya sendiri. / <i>I will do everything to start and run my own business</i>	1	2	3	4	5
4	Saya berazam untuk memulakan perniagaan pada masa akan datang. / <i>I am decided to make my own business in the future.</i>	1	2	3	4	5
5	Saya berusaha untuk memulakan perniagaan. / <i>I strive to start a business.</i>	1	2	3	4	5
6	Saya mempunyai niat untuk memulakan perniagaan suatu hari nanti. / <i>I intend to start a business one day.</i>	1	2	3	4	5

**KAJISELIDIK TAMAT (END OF QUESTIONNAIRE)
TERIMA KASIH (THANK YOU)**

APPENDIX B – DEMOGRAPHIC ANALYSIS

GENDER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	82	24.8	24.8	24.8
	2.00	249	75.2	75.2	100.0
	Total	331	100.0	100.0	

AGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	265	80.1	80.1	80.1
	2.00	50	15.1	15.1	95.2
	3.00	16	4.8	4.8	100.0
	Total	331	100.0	100.0	

MARITAL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	275	83.1	83.1	83.1
	2.00	56	16.9	16.9	100.0
	Total	331	100.0	100.0	

RACE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	196	59.2	59.2	59.2
	2.00	31	9.4	9.4	68.6
	3.00	76	23.0	23.0	91.5
	4.00	28	8.5	8.5	100.0
	Total	331	100.0	100.0	

LEVEL					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	75	22.7	22.7	22.7
	2.00	225	68.0	68.0	90.6
	3.00	31	9.4	9.4	100.0
	Total	331	100.0	100.0	



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APPENDIX C – DESCRIPTION ANALYSIS

Demographic Profile

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
GENDER	331	1.00	1.00	2.00	1.7523	.02376	.43235
AGE	331	2.00	1.00	3.00	1.2477	.02929	.53282
MARITAL	331	1.00	1.00	2.00	1.1692	.02064	.37548
RACE	331	3.00	1.00	4.00	1.8066	.05833	1.06120
LEVEL	331	2.00	1.00	3.00	1.8671	.03028	.55090
Valid N (listwise)	331						

Dependent Variables

Descriptive Statistics

	Descriptive Statistics										
	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
EI1	331	4.00	1.00	5.00	3.3625	1.03059	1.062	-.354	.134	-.215	.267
EI2	331	4.00	1.00	5.00	3.1118	1.20713	1.457	-.143	.134	-.874	.267
EI3	331	4.00	1.00	5.00	3.4592	1.05342	1.110	-.674	.134	.132	.267
EI4	331	4.00	1.00	5.00	3.6677	1.04656	1.095	-.770	.134	.208	.267
EI5	331	4.00	1.00	5.00	3.4350	1.16691	1.362	-.602	.134	-.338	.267
EI6	331	4.00	1.00	5.00	3.8006	1.07990	1.166	-1.092	.134	.798	.267
Valid N (listwise)	331										

Independent Variables

Descriptive Statistics											
	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
PA1	331	4.00	1.00	5.00	3.8761	.85621	.733	-.313	.134	-.474	.267
PA2	331	4.00	1.00	5.00	3.7704	.92204	.850	-.532	.134	-.061	.267
PA3	331	4.00	1.00	5.00	4.1360	.82183	.675	-.883	.134	.812	.267
PA4	331	4.00	1.00	5.00	3.9063	.94082	.885	-.844	.134	.711	.267
PA5	331	4.00	1.00	5.00	3.4199	1.16856	1.366	-.419	.134	-.456	.267
SN1	331	4.00	1.00	5.00	3.0211	.87879	.772	.040	.134	-.536	.267
SN2	331	4.00	1.00	5.00	3.0332	.93523	.875	-.111	.134	-.595	.267
SN3	331	4.00	1.00	5.00	3.1934	.86624	.750	-.131	.134	-.541	.267
BC1	331	4.00	1.00	5.00	3.1692	1.03941	1.080	-.360	.134	-.685	.267
BC2	331	4.00	1.00	5.00	3.1208	.96478	.931	-.366	.134	-.544	.267
BC3	331	4.00	1.00	5.00	3.2810	.90933	.827	-.439	.134	-.313	.267
BC4	331	4.00	1.00	5.00	3.9456	1.03429	1.070	-.982	.134	.678	.267
BC5	331	4.00	1.00	5.00	3.8459	.98649	.973	-.982	.134	.949	.267
BC6	331	4.00	1.00	5.00	3.7583	.91231	.832	-.611	.134	.400	.267
EE1	331	3.00	2.00	5.00	3.8248	.75846	.575	-.199	.134	-.334	.267
EE2	331	3.00	2.00	5.00	3.7100	.86717	.752	-.159	.134	-.665	.267
EE3	331	4.00	1.00	5.00	3.7583	.85752	.735	-.210	.134	-.483	.267
EE4	331	4.00	1.00	5.00	3.6828	.90736	.823	-.334	.134	-.416	.267
EE5	331	4.00	1.00	5.00	3.4834	.97648	.954	-.366	.134	-.201	.267
Valid N (listwise)	331										

APPENDIX D – RELIABILITY TEST

Personal Attitude

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.912	.917	5

Item Statistics

	Mean	Std. Deviation	N
PA1	3.8761	.85621	331
PA2	3.7704	.92204	331
PA3	4.1360	.82183	331
PA4	3.9063	.94082	331
PA5	3.4199	1.16856	331

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
PA1	15.2326	11.549	.758	.635	.897
PA2	15.3384	10.788	.834	.701	.881
PA3	14.9728	11.948	.716	.569	.905
PA4	15.2024	10.532	.864	.757	.875
PA5	15.6888	9.767	.761	.606	.904

Subjective Norm

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.772	.772	3

Item Statistics

	Mean	Std. Deviation	N
SN1	3.0211	.87879	331
SN2	3.0332	.93523	331
SN3	3.1934	.86624	331

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
SN1	6.2266	2.509	.595	.360	.705
SN2	6.2145	2.254	.645	.416	.649
SN3	6.0544	2.573	.581	.342	.720

Perceived Behavioral Control

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.832	.833	6

Item Statistics

	Mean	Std. Deviation	N
BC1	3.1692	1.03941	331
BC2	3.1208	.96478	331
BC3	3.2810	.90933	331
BC4	3.9456	1.03429	331
BC5	3.8459	.98649	331
BC6	3.7583	.91231	331

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
BC1	17.9517	12.907	.620	.657	.801
BC2	18.0000	13.018	.670	.671	.791
BC3	17.8399	13.699	.608	.508	.804
BC4	17.1752	13.400	.548	.419	.817
BC5	17.2749	13.188	.622	.643	.801
BC6	17.3625	13.965	.560	.550	.813

Entrepreneurship Education

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.886	.889	5

Item Statistics

	Mean	Std. Deviation	N
EE1	3.8248	.75846	331
EE2	3.7100	.86717	331
EE3	3.7583	.85752	331
EE4	3.6828	.90736	331
EE5	3.4834	.97648	331

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
EE1	14.6344	9.196	.744	.622	.860
EE2	14.7492	9.116	.635	.506	.882
EE3	14.7009	8.489	.795	.731	.846
EE4	14.7764	8.307	.777	.671	.849
EE5	14.9758	8.315	.697	.504	.871

Entrepreneurial Intention

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.916	.917	6

Item Statistics

	Mean	Std. Deviation	N
EI1	3.4290	.91632	331
EI2	3.2417	1.07684	331
EI3	3.5650	.88993	331
EI4	3.7432	.90650	331
EI5	3.5589	1.00544	331
EI6	3.9094	.86564	331

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
EI1	18.0181	16.824	.673	.487	.913
EI2	18.2054	14.897	.802	.675	.896
EI3	17.8822	16.625	.731	.555	.906
EI4	17.7039	15.991	.815	.716	.894
EI5	17.8882	15.227	.826	.719	.892
EI6	17.5378	16.692	.746	.653	.904

APPENDIX E – FACTOR ANALYSIS TEST

Dependent Variable

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.887
Bartlett's Test of Sphericity Approx. Chi-Square	1390.808
df	15
Sig.	.000

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.247	70.782	70.782	4.247	70.782	70.782
2	.620	10.339	81.120			
3	.396	6.603	87.723			
4	.328	5.465	93.188			
5	.216	3.594	96.782			
6	.193	3.218	100.000			

Extraction Method: Principal Component Analysis.

Component Matrix^a

	Component
	1
EI1	.762
EI2	.867
EI3	.811
EI4	.881
EI5	.889
EI6	.830

Extraction Method:

Principal Component

Analysis.

a. 1 components

extracted.

Independent Variable

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.826
Bartlett's Test of Sphericity	Approx. Chi-Square
	4419.442
	df
	171
	Sig.
	.000

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	7.107	37.405	37.405	7.107	37.405	37.405
2	2.650	13.946	51.350	2.650	13.946	51.350
3	2.050	10.789	62.139	2.050	10.789	62.139
4	1.835	9.658	71.797	1.835	9.658	71.797
5	.829	4.363	76.161			
6	.630	3.314	79.475			
7	.524	2.759	82.234			
8	.495	2.607	84.841			
9	.485	2.552	87.393			
10	.414	2.180	89.573			
11	.373	1.962	91.535			
12	.320	1.686	93.222			
13	.278	1.463	94.685			
14	.257	1.355	96.040			
15	.202	1.062	97.101			
16	.162	.853	97.954			
17	.150	.790	98.744			
18	.134	.705	99.449			
19	.105	.551	100.000			

Extraction Method: Principal Component Analysis.

Component Matrix ^a				
	Component			
	1	2	3	4
PA1	.741	-.064	-.291	.295
PA2	.704	-.248	-.333	.399
PA3	.607	-.314	-.301	.365
PA4	.747	-.325	-.322	.279
PA5	.716	-.223	-.386	.171
SN1	.512	-.180	-.085	-.439
SN2	.688	-.286	-.063	-.334
SN3	.634	-.059	.102	-.457
BC1	.626	-.293	.364	-.377
BC2	.690	-.293	.337	-.299
BC3	.694	-.303	.218	-.193
BC4	.388	-.047	.610	.383
BC5	.467	.020	.639	.420
BC6	.461	.214	.607	.335
EE1	.536	.669	-.055	.112
EE2	.522	.535	-.118	.019
EE3	.525	.717	-.043	-.049
EE4	.506	.691	-.101	-.106
EE5	.681	.419	-.133	-.324

Extraction Method: Principal Component Analysis.

a. 4 components extracted.

APPENDIX F – PEARSON CORRELATION ANALYSIS

		Correlations				
		EI	PA	SN	BC	EE
EI	Pearson Correlation	1	.694**	.448**	.382**	.274**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	331	331	331	331	331
PA	Pearson Correlation	.694**	1	.490**	.434**	.356**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	331	331	331	331	331
SN	Pearson Correlation	.448**	.490**	1	.503**	.368**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	331	331	331	331	331
BC	Pearson Correlation	.382**	.434**	.503**	1	.316**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	331	331	331	331	331
EE	Pearson Correlation	.274**	.356**	.368**	.316**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	331	331	331	331	331

** . Correlation is significant at the 0.01 level (2-tailed).

APPENDIX G – REGRESSION ANALYSIS

Descriptive Statistics

	Mean	Std. Deviation	N
EI	3.5745	.79444	331
PA	3.8218	.81710	331
SN	3.0826	.74075	331
BC	3.5201	.71910	331
EE	3.6918	.72649	331

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	104.099	4	26.025	81.441	.000 ^b
	Residual	104.174	326	.320		
	Total	208.273	330			

a. Dependent Variable: EI

b. Predictors: (Constant), EE, BC, PA, SN

Coefficient Correlations^a

Model		EE	BC	PA	SN
1	Correlations				
	EE	1.000	-.115	-.185	-.182
	BC	-.115	1.000	-.222	-.339
	PA	-.185	-.222	1.000	-.304
	SN	-.182	-.339	-.304	1.000
	Covariances				
	EE	.002	.000	.000	.000
	BC	.000	.003	-.001	-.001
	PA	.000	-.001	.002	-.001
	SN	.000	-.001	-.001	.003

a. Dependent Variable: EI

Model Summary for R Values

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.707 ^a	.500	.494	.56529	.500	81.441	4	326	.000

a. Predictors: (Constant), EE, BC, PA, SN



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